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ABSTRACT

This resource guide for school volunteer coordinators aids them in developing and maintaining a school volunteer program. Topics addressed include (1) making maximum use of community volunteer resources; (2) building a network of resource people and interfacing school support groups; (3) setting up the school volunteer program; (4) responsibilities of superintendent, volunteer coordinator, principal, teacher, and volunteer; (5) recruitment methods; (6) training for administrators, teachers, and volunteers; (7) volunteer placement; (8) development of plan for volunteer tutoring programs; (9) using senior citizens in the school volunteer program; (10) solving problems through planning; (11) program evaluation; and (12) recognition of volunteers. (Included are a volunteer program rating scale; a form for the volunteer coordinator's annual report; a program evaluation form for volunteer chairpersons; a form for principal or administrator evaluation of volunteer assistance; a volunteer evaluation form for teachers; a form for teacher or staff member evaluation of volunteer assistance; a staff survey of attitudes about the program; an annual volunteer evaluation form; a program evaluation form for volunteers; teacher, principal, and grandperson's survey forms for Project Love (Let Older Volunteers Educate); a certificate of appreciation and a sample letter of recognition.) Additional related materials are appended. (RH)

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STATE RESOURCE GUIDE FOR SCHOOL VOLUNTEER COORDINATORS

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South Carolina Department of Education
An Equal Opportunity Employer

Charlie G. Williams, State Superintendent of Education
June 1985

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Foreword

This State Resource Guide for School Volunteer Coordinators is designed for use in developing and maintaining a school volunteer program to include the entire community. Techniques for implementing a new program, as well as approaches to refining an existing one are outlined.

A State Task Force of School District Volunteer Coordinators representing five regions of the state combined their ideas and shared their talents to create this resource guide. The guide therefore exemplifies successful program components from all geographic areas of South Carolina. Sincere appreciation is extended to this Task Force for their combined efforts to compile this resource document. Members of the Task Force have offered to serve as resource consultants to assist you in developing and implementing your school district volunteer program. The following is a list of Task Force Members by region for your direct access:

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STATE RESOURCE GUIDE FOR SCHOOL VOLUNTEER COORDINATORS

- Community Involvement in the Schools: Maximum Use of Volunteer Resources
- Building a Network of Resource People: Interfacing School Support Groups
- Setting Up the School Volunteer Program
- Responsibilities of Superintendent, Volunteer Coordinator, Principal, Teacher, and Volunteer
- Recruitment Methods
- Training for Administrators, Teachers, and Volunteers
- Volunteer Placement
- Development of Plan for Volunteer Tutoring Programs
- An Untapped Source: Using Senior Citizens in the School Volunter Program
- Problems Sometimes Posed
- Program Evaluation
- Recognition
- Appendix

COMMUNITY INVOLVEMENT IN THE SCHOOLS
MAXIMUM USE OF VOLUNTEER RESOURCES

The concept of community involvement in education extends great benefits to schools. Civic and professional groups, churches, businesses, industries, parents, and senior citizens are making outstanding contributions to school programs. Through school volunteer programs, these community groups are working together in a unified effort to strengthen education while promoting community relations as well. The assistance provided by community efforts contributes greatly to what schools can and can not do. Citizen contributions in the schools as volunteers are helping to individualize and personalize education and to raise student achievement.

In order to enhance and enrich the quality of education for students, it is imperative that the many talents of volunteers be channeled and utilized. Volunteers can be a school's most valuable resource if they are used effectively.

Effective volunteer services can:

- Improve academic achievement of students by allowing teachers and other school staff more time for professional instruction.
- Provide resources from the community for enrichment of the school program.
- Increase community understanding of the problems facing public schools and enlist the support of citizens in an effort to improve education.
- Provide an exchange of ideas, concerns, and proposals between school personnel and citizens of the community.
- Increase self-esteem in both volunteers and students.
- Provide positive role models for students.
- Provide additional individualized instruction through one on one contact with students.
- Broaden parents' understanding of the total educational process.

BUILDING A NETWORK OF RESOURCE PEOPLE:

INTERFACING SCHOOL SUPPORT GROUPS

PTA's, school improvement councils, school volunteer programs, and business and education partnerships are effective support groups which enable the instructional staff of a school to achieve the best educational environment for the students. The planning and development of the total school program should include representatives from each of these groups so that the achievement of desired goals can be the focus of their work.

Any school might have a strong PTA, a productive school improvement council, an active school volunteer program, and a well-meaning business partner, and still not meet its educational goals. When these groups can work together to compile information about school and student needs and develop an effective action plan, their efforts can move the educational program forward to meet both the identified needs and the correlates of an Effective Schools Program.

An effective principal might wish to include on his/her school improvement council representatives from the PTA, the school volunteer program, and the business partnership. Together they could work with data concerning school and student needs, to identify a plan of action. With leaders from all groups involved in the initial planning, the action plan would become more meaningful when the implementation stage is begun. Communication during the planning stage reduces the time needed to implement the action plan, and the leaders of the support groups - PTA, school volunteer programs, and the business partnership - would have a clearer direction for achieving their respective segments of that action plan.

Examples of Networking Support Groups

One problem that the support groups might address is that of identifying students who are not meeting some grade level or subject level objectives. The school improvement council may identify a group of students who are not severely impaired, but are in need of remedial or compensatory education, because they are not working up to grade level. The School Improvement Council might decide that tutors, working under the direction of the classroom teacher, may be part of a solution to enable these students to master the objectives. The council may also wish to have the tutors work with the students using a computer software program to meet students' needs.

Through their newsletter, the PTA may communicate to the parents or guardians information concerning the initiation of the program, the need for volunteers, and the availability of training. The PTA may be asked to purchase the computer or the computer software program. Another alternative is to have the business partnership donate the entire computer package.

The school volunteer program may help the PTA recruit volunteers as tutors and provide training on the computer. The school volunteer chairperson and a faculty member may establish a schedule for the volunteers to work with the students needing assistance. The business partner may be able to release the data processing manager to write a computer software program for the tutors to use with the students who are not meeting the objectives.

A business liaison may arrange for the company employees to have released time to participate in the tutoring program. The business partner may also assist with the establishment of a process to monitor the students' progress. Incentive programs for the students may be developed by the business partner, the PTA, and the school volunteer program.

The problem of improving attendance at school is another area that can be aided by the joint efforts of the support groups. The school improvement council may decide to focus on this need during the coming year. The PTA may help with a mailing to all parents/guardians of the students announcing the action plan dealing with this problem. There may be PTA programs or mini-study groups about topics that will help parents understand their child's need to be in school and experience success. Mini-study groups may provide information on "When Your Child Does Not Want to Come to School" or "At Home Activities That Enhance The School Experience At No Cost." When these resources are offered, school personnel may specifically recommend these classes to a parent or guardian when they believe the student's situation warrants it.

Another service the school volunteer program could provide is to call the student's home when the student is absent. The volunteer's message may be like this: "Hello, I'm a volunteer calling for (principal's name). He/she would like for (student's name) to know that he/she is missed at school today. Please tell (student's name) that we'll look forward to his/her being back in school as soon as possible and that he/she should bring a note for the absence and make arrangements to make up the missed work. Thank you." This message is non-threatening for the volunteer, for the parent, and for the student who might answer the phone. The tone is positive and places value on school attendance, the student personally, and the instructional program.

The business partner may wish to promote attendance at school with an attendance incentive program. This could involve planning a special trip or awarding trophies, ribbons, buttons, or certificates for perfect or improved attendance.

When these support groups work together, goals are more likely to be achieved. The achievement of the goal reemphasizes the need to plan and utilize the resources of these very important groups. Often the attainment of one goal uncovers the need for another project. More often and more importantly, however, the attainment of one goal uncovers more talent in these support groups and therefore more resources for future projects.

SETTING UP THE SCHOOL VOLUNTEER PROGRAM

Dependable, trained volunteers are making significant contributions during a time of tight district budgets and increased pressure for improved student achievement. School volunteer programs vary greatly depending on specific needs of individual schools and school staff. Volunteers work with children individually and in small groups in classrooms, the library, and special programs. In organized programs, volunteers are recruited, trained, and placed in classrooms or other areas by skilled volunteer coordinators.

School volunteer programs involve community members from all walks of life. They may be students, parents, senior citizens, business employees, and other community members. Due to decreased budgets, volunteers are one of the few no cost/low cost ways to lower student/teacher ratios and raise reading and math scores through more individualized instruction.

The multitude of services which a volunteer program may provide depends upon: the needs of the school system, the individual school and the individual teachers, the desire of school staff and parents for particular volunteer services, and the kinds of professional staff currently available in the schools. In the past volunteers were frequently occupied with non-instructional duties such as monitoring lunchrooms and playgrounds, taking attendance or lunch money, and helping with field trips. More frequently, however, volunteers are becoming directly involved in the instructional process as lecturers, teacher assistants, tutors, and storytellers.

In order to establish a successful school volunteer program, the following steps should be followed:

- **Examine needs:** Determine what needs school volunteers can help to resolve.
- Get **written school board support for the volunteer program:** Such proof of support gives the program added prestige in the community and is helpful in talking with teachers.
- **Work with principals to attain the commitment of school staff:** The principal sets the tone for the entire school volunteer program. He or she needs to build enthusiasm and insure that teachers want volunteers and are willing to plan for their activities and the efficient use of their time. The volunteer program effort will not be successful without the commitment of the principal,teachers and other school staff. A meeting should be held with school staff to determine school and classroom needs and how volunteers can help address these needs.
- **Establish ways to recruit volunteers:** Recruit volunteers at retirement centers, churches, colleges, or at PTO, PTA, or civic organizational meetings. Also newspapers, television and radio, brochures, and posters can be used for recruitment.
- **Select a districtwide volunteer coordinator:** This position may be filled by an existing district staff member or supervisor, or may be established as an entirely new position. This person is responsible for working with individual school volunteer programs to coordinate orientation, recognition, and record-keeping. This position serves as a liaison between the school district office, individual schools, and the community.

- **Select a faculty resource person and school volunteer chairman at each school:** The faculty resource person should be a school curriculum coordinator or other teacher who communicates teacher needs effectively to the volunteer chairman and assists the volunteer chairman in placing volunteers and in presenting volunteer training programs. The volunteer chairman should be an active volunteer who works with the faculty resource person to recruit and interview volunteers, provide orientation, coordinate and schedule volunteer assignments, and evaluate the program. The chairman maintains attendance and registration records.

- **Match volunteers with jobs:** Some parents work best with children, others are more suited to clerical or other behind-the-scenes jobs. Volunteer duties should be suited to the talents of individual volunteers.

- **Set up a system for recording volunteers' hours and kinds of activities:** Use this data to inform the community of the program's achievements and kinds of involvement.

- **Provide training for volunteers:** To be successful in their school work, most volunteers need training. They need an orientation session covering their rights and responsibilities, job descriptions, and an overview of the school system. They also need skill-building workshops on tutoring, working with handicapped students, making learning centers, and working as health room or media center volunteers.

- **Provide in-service training for teachers in the use of volunteers:** Teachers need staff development in improving their communication skills with volunteers, analyzing ways volunteers can assist in the classroom, planning effectively for volunteers' activities, recruitment techniques, providing on-the-job training, and providing suitable recognition.

- **Set up a communications system:** This system should provide for: (1) meetings for volunteers for discussing their service and learning further about the program, (2) regularly published volunteer news in the school district newsletter or newspaper, and (3) an annual report which reveals to the administration and the community that the program "makes a difference."

- **Set up a comfortable volunteer corner** in the school where volunteers may relax and an area where they may work.

It is imperative that the school climate be conducive to a successful school volunteer program. The superintendent and principal must be committed to community participation in the school. If not, they should visit schools where a volunteer program is working and review the research and literature on citizen participation in the schools.

A public relations effort should promote school and community awareness of the program, help to recruit volunteers, and promote official support. The volunteer coordinator and other district public information staff should advertise the program and promote support through:

- Developing information packets about the program geared to different target audiences who may wish to support the program

- Designing posters, flyers and brochures to recruit volunteers and build support

- Using free public service advertising, as well as keeping news media informed of events in the program

- Organizing a speaker's bureau to furnish speakers about the program for television and radio, civic groups, and other school and community groups

- Developing an audiovisual presentation about the program such as a slide tape show or film

- Publishing an internal newsletter to keep program staff and supports aware of program progress

- Helping to organize special promotional relations such as car washes, bake sales, dances

Successful school volunteer programs must achieve:

- **Positive influence:** Where there is staff doubt or faculty resistance about the success of a volunteer program, the principal must plan to work with these educators. He/she should use positive examples to demonstrate that the educator's concerns (dependability and confidentiality by volunteers, authority of classroom teacher) are already being addressed by effective planning. The principal should lead the doubting staff member to a position of confidence in the program.

- **Adequate and reliable volunteer participation:** It is often difficult to maintain an adequate number of volunteers in a program, with one volunteer to ten students a recommended ratio for which to strive. Reliable volunteers are also especially important for a productive program. Student and business volunteers are often the most reliable because a specific number of hours per week are usually required in their programs.

- **A balance between costs of program and benefits to education:** Costs for administrative salaries, publicity, workshops, and paper materials must be balanced by the benefits to education.

- **Political feasibility:** A volunteer program must not be a job threat to professional staff but must support their efforts and blend with other citizen and parent participation programs.

- **Administrative feasibility:** Bureaucratic and interpersonal conflicts must be minimized to avoid potential barriers to successful volunteer programs.

Guidelines should be established and followed in these areas:

- Principal's role
- Code of ethics for the school volunteers
- Preparation and orientation
- Supervision of volunteers' work
- Teacher responsibilities to the volunteer
- Volunteer coordinator's role
- Volunteer orientation and inservice training

The effective school volunteer program usually achieves four major steps:

1) **Readiness to accept, credit, and use community resources:** Community members need to feel a genuine desire and need for their assistance as volunteers in the school. They need to perceive the importance and responsibilities of their involvement and the beneficial outcome for students and the school.

2) **Successful recruitment of community volunteers:** Cross-sectional representation of the entire community should be sought in effective recruitment techniques for school volunteers.

3) **Assignment of specific objectives, responsibilities, and tasks to each volunteer:** Volunteers vary in the kinds of tasks they are best suited to perform. One volunteer may serve most effectively as a tutor; another may be better suited to clerical tasks.

4) **Orientation and training necessary for community members to perform their assignments adequately:** To serve effectively, volunteers need training to understand the school's organization, philosophy, and mandates and to perceive their role in the school setting.

RESPONSIBILITIES OF SUPERINTENDENT, VOLUNTEER COORDINATOR, PRINCIPAL, TEACHER, AND VOLUNTEER

Role of Superintendent

The superintendent of the school district or his/her designee (usually the volunteer coordinator) is responsible for executing the policy which the Board of Trustees has developed for the school district. The ultimate success of the volunteer program in the district is in the hands of the superintendent.

The following is a directive or regulation statement which might be made by the superintendent.

> Volunteers shall be encouraged to perform tasks which enrich and supplement the everyday school program. Their services are utilized to make it possible for professionals to use their skills and training more effectively. Volunteers shall work under the supervision of the principal and direction of the volunteer coordinator. The district volunteer coordinator shall give assistance as needed to provide districtwide consistency. It shall be the responsibility of the school staff to determine the limits and scope of volunteer activities. Volunteers shall be encouraged to make recommendations concerning their function.

Role of Volunteer Coordinator

The volunteer coordinator orchestrates the entire volunteer program on a districtwide basis. He/she should work with the total community to ensure that volunteers are drawn from the parent population; civic, church and professional groups; business, and industry; and senior citizen groups.

The volunteer coordinator is responsible for:

- Promoting acceptance of the idea by the principal, curriculum coordinator or faculty contact person, and faculty.
- Informing the community of the need for a volunteer program.
- Coordinating plans with the principal and the faculty contact person.
- Understanding the administrative organization of each school.
- Introducing the volunteer program to the teachers individually and in faculty meetings.
- Surveying teachers to determine the need for volunteer help such as the number of volunteers, the kinds of services, and the days and hours needed.
- Recruiting and assigning volunteers.
- Interviewing, screening, and placing volunteers.
- Matching teacher needs with interests and abilities of volunteers.

- Providing orientation and training for volunteers.
- Training teachers in the use of volunteers.
- Monitoring the program.
- Conducting feedback sessions for volunteers through informal meetings to learn of successes and problems.
- Providing volunteers with varied experiences and assignments of increasing responsibility.
- Developing record-keeping procedures.
- Evaluating the program.
- Planning appreciation functions.
- Advertising and promoting good relations between the school and the community.
- Stimulating continuing community support and interest in the program.

Role of Principal

The school principal's wholehearted support and encouragement combined with a positive attitude are imperative to the success of the volunteer program. The principal assesses volunteer program needs in his/her school and presents the program to teachers who wish to participate. The principal selects a competent volunteer coordinator, provides orientation, meets regularly with this person, and demonstrates support and recognition.

The principal is responsible for:

- Discussing the potential of the volunteer program with the staff and enlisting their support.
- Working with the faculty to determine ways in which volunteer services can be most effectively used.
- Providing a volunteer corner or room as a work area.
- Providing supplies.
- Working with the PTA to appoint a responsible and enthusiastic volunteer coordinator.
- Working with the volunteer coordinator to orient volunteers to the school and train them in areas of responsibility.
- Continually evaluating the program with the faculty, volunteer coordinator, and PTA president.
- Providing recognition to volunteers for their services.

Role of Teacher

The teacher sets the tone in the classroom for maximizing volunteer talents and for enriching classroom activities through volunteers' contributions.

The teacher is responsible for:

- Getting to know the volunteer and using his/her special interests, talents, and skills.
- Introducing the volunteer to the school staff and students with whom he/she will be working.
- Explaining classroom management procedures.
- Providing specific, clearly defined, meaningful tasks and explaining their purpose and importance.
- Increasing the responsibilities of the volunteer as capabilities and strengths expand.
- Providing a regular planning time each week with the volunteer.
- Recognizing the volunteer daily through expressions of appreciation, as well as at special ceremonies.

Role of Volunteer

The volunteer should maintain open communication with the teacher in order to coordinate assignments, maximize contributions, achieve job fulfillment, and give students the most beneficial attention.

The volunteer is responsible for:

- Following directions and leaving classroom discipline to the teacher.
- Respecting confidentiality.
- Seeking help from the teacher when additional information is needed.
- Sharing ideas with the teacher.
- Adjusting to the teacher's classroom management system.
- Establishing good rapport with the students.
- Using patience and kindness.
- Being a good listener.
- Being consistent and enthusiastic about what is being taught.
- Making proper preparation.

RECRUITMENT METHODS

A well-planned recruitment campaign is essential to the success of a school volunteer program. The participating school personnel should have a clear understanding of the school's basic needs and the purpose of volunteer services. Volunteers are recruited from the school, parent, civic, church, and business/industry community. They range from students to senior citizens. The volunteer coordinator recruits on a continuous basis and keeps a resource file to be given to the coordinators or principals upon request.

Careful screening of volunteer candidates is the first priority. Empathy with children is often more important than credentials. A friendly personality and a pleasant appearance are valuable assets. Dependability and willingness to work are also musts. Variety in age, sex and talent adds to the potential of the program.

Community churches, civic and professional organizations, businesses and industries, senior citizen groups, institutions of higher learning, etc., serve as an artesian well for the volunteer program. Speakers may be sent to civic or professional clubs or church meetings to explain the volunteer program and solicit involvement. Ministers of local churches, business and industry leaders, and presidents of civic and professional oganizations in the school community may be invited to the school for a cup of coffee with the principals and coordinators to foster awareness of student and volunteer program needs. It is during these informal meetings, that key civic, church, or business leaders become liaisons between the school and the organizations they represent.

Recruitment through civic organizations such as the Junior Women's Club, Junior League, and Rotary and Optimist Clubs is instrumental to the success of the volunteer program.

Business and industry must be approached for release time for employees to volunteer in the schools. This resource serves the dual purpose of providing students with extra help and the curriculum with enrichment from the business sector, while at the same time making businesses aware of classroom activities.

Recruitment in the colleges is solicited through the college staff, by making practicums available for college students wishing to intern in public school classrooms. The volunteer coordinator matches areas of college student interest with school needs and coordinates placement, time, dates, and transportation with the principal or school volunteer coordinators. Evaluations of participating students are sent to the students' professors and placed in their files. Credit is received for the practicum which serves as an incentive for the college student to enter the volunteer program.

Mass or public recruiting can be achieved through letters to homes, organizations, civic groups,and selected mailing lists; news releases to local papers, newsletters, and shoppers guides; and sponsoring meetings where prominent personalities speak in favor of volunteering. Posters can be displayed in supermarkets, churches, libraries, filling stations, restaurants, beauty shops, banks, and drug stores. Telephone campaigns may be carried out, and brochures distributed in grocery stores, beauty shops, community or civic meetings, and conventions.

The recruitment of junior and senior high school students serves many purposes. Students belonging to the Honor Society, Future Teachers of America, and other clubs are eager to help and have a great deal to offer. Another source of help is the student who is not achieving on grade level, a discipline problem, and a potential dropout. When recruited, trained, and placed on a level where he/she can help, this student does an excellent job.

Since there are a variety of recruitment methods, the particular needs of the school and the types of volunteers required to meet those needs should determine the type of the recruitment campaign to be utilized.

There are four types of recruitment: (1) individual, (2) target, (3) mass, and (4) recruitment by adoption.

1. Individual Recruitment

   This is a direct appeal on a person-to-person basis between active volunteers or working staff and their friends, parents, or individuals specifically identified as prospective volunteers. The person involved in a volunteer program personally asks and encourages another to join. A letter may be sent with written descriptive materials. Informality is the key.

   Peer recruitment such as students recruiting students, parents recruiting parents, senior citizens recruiting fellow senior citizens, etc. may be used for individual recruitment.

2. Target Recruitment

   This method utilizes recruitment designed to meet some specified need such as speakers, or recruitment designed to appeal to some target group such as local businesses and industries, local churches, civic groups and clubs, etc.

3. Mass Recruitment

   Recruiting on a large scale is designed to attract many volunteers by using the media, feature stories in community or city newspapers, massive letter campaigns, public service announcements on local radio and television stations, and presentations at schools or community organizations, and flyers and posters in stores and businesses.

4. Recruitment by Adoption

   This is a system whereby PTA's, churches, businesses and industries, civic organizations, senior citizen groups, institutions of higher learning, etc. are asked to adopt all facets of a school; e.g., health, dental care, tutoring, transportation, clothing—wherever the need is the greatest!

TRAINING FOR ADMINISTRATORS, TEACHERS, AND VOLUNTEERS

Five basic goals guide training implementation in the school volunteer program:

- To insure readiness on the part of administrators (especially principals) upon whom the success of the program is largely dependent.
- To orient school staff members to the effective use of volunteers and the importance of positive community support and participation.
- To provide guidance and continuous program maintenance at each school site by identifying and training the school volunteer leaders.
- To orient volunteers and provide training for the specific jobs they are expected to accomplish.
- To provide on-going training and assistance for volunteers and professionals to meet needs and solve problems.

Provision of Training At All Levels:

Administrators

The depth and scope of the training for each component reflects, to a large extent, the degree of involvement as well as the individual needs, abilities, and experiences of those being trained. For example, there will be comparatively little "training" of administrators and principals. A program overview including objectives, procedures, and descriptions can be presented at a principals' meeting or at individual sites upon request. It is important that the administrators have sufficient knowledge to (1) realistically plan for implementation, and (2) enthusiastically commit the necessary staff and/or community resources toward this end.

To ensure adequate implementation of the volunteer program, handbooks should be furnished to all school principals to include guidelines for the following phases of the volunteer program:

- Identification of school needs
- Appointment of a school volunteer chairman
- Recuitment of volunteers
- Arrangements for orientations
- Screening and assignment of volunteers
- Training
- Supervision of volunteers
- Periodic reporting

- Recognition of volunteer services
- Evaluation of the program

Teachers

Although the greatest emphasis in training centers on the volunteer, the role of the teacher should not be underestimated. The teacher often needs to be reminded that there is indeed a difference between volunteers and paid aides, that the background of the volunteer does affect the amount of responsibility that can be immediately delegated, that readiness and individual talents should be observed and acted upon, that appreciation and respect maintain motivation in volunteers, and that there must be preparation or planning in order to utilize a volunteer to the maximum advantage. If a resource guide of volunteer community speakers is used, procedures can be clarified during teacher orientation.

Volunteers

In order for volunteers to feel confident in their role, they should receive some training from the professional staff at the school. The major portion of this training time should deal with the general and specific aspects of volunteer work. The volunteer coordinator, principal, PTA president, and teacher coordinator, (if there is one), should implement the training to fill the needs of the volunteer programs that are established in each school.

A general orientation is probably the most efficient means of acquainting all volunteers with background information on the learning process and the children's needs. Any relevant policies, philosophy, goals, rights, responsibilities, and expectations could also be discussed at this session.

Orientation

An effective orientation process should be thorough. It should acquaint volunteers with the program, school facilities, equipment, and persons with whom they will be working. Effective orientation introduces school staff and teachers to the volunteer program and stresses the beneficial use and team relationship of volunteers.

A thorough orientation provides information about the objectives, aims, policies, and procedures of the program. It gives the volunteer an understanding of his/her role and the relationship of his/her job to the purpose and operation of the total program. Developing effective volunteers and turning the volunteers, teachers, and school staff into colleagues are the overall aims of orientation.

Orientation should educate the volunteer about:

- The total school system, including problems and needs
- Purposes and objectives of the program
- Areas of needed volunteer assistance
- Role of the volunteer including relationship to school staff, coordinator, and students

- Personnel policies, procedures, and regulations for volunteers
- General characteristics of students with whom volunteers will work
- Various duties the volunteers will perform
- Where volunteers go for advice, guidance, and information

Orientation sessions should not be too lengthy. Possible formats might be a formal meeting, an informal discussion group, a school tour, a "coffee", or a combination of these approaches. Printed resources such as a volunteer handbook or other materials should be distributed at these sessions.

Orientation for School Volunteers
School Volunteer Program of Greater Miami

I. Welcome and Introduction
   A. Volunteer personnel
   B. School personnel

II. Philosophy of Volunteering

III. History, Purpose and Objectives of the Program and Its Role in the Community

IV. Administration
   A. Channels of communication
   B. School policies
      1. Dress and behavior
      2. Health exam requirements
      3. Liability insurance
      4. Fund raising
      5. Discipline
      6. Releasing children to adults
      7. Visitors
      8. Students leaving classroom
      9. Teacher leaving classroom
      10. Books sent home
      11. Notes and letters sent home
      12. Lost and found
      13. Emergency calls during school hours and use of phone
      14. Use of custodial services
      15. Working in child's classroom
      16. Parking
      17. Teachers' lounge

V. Volunteers
   A. Responsibilities
      1. Conviction that what you are doing is right
      2. Interest in helping a child
      3. Dependability
      4. Loyalty
      5. Willingness to learn and accept supervision
      6. Confidentiality — staff, child, school records
      7. Absenses — procedures to follow
      8. Checking in and out — time sheet
      9. Reading posted bulletins and newsletters
      10. Acceptance of school rules
   B. Rights
      1. To be treated as a co-worker
      2. To have a job description for duty to be performed
      3. Suitable assignment with consideration for personal preference, experience, and education
      4. To know as much about the program and the school as possible
      5. To be trained for a specific task, when training is necessary
      6. Continuing training

7. Sound guidance and direction
8. Opportunity to be heard
9. Recognition

VI. Additional Related Topics

A. Establishing relationship with the child
B. Understanding of the learning process
C. Understanding of the community in which the volunteer is involved, if other than her/his own

VII. Tour of plant

A. Classroom observation or demonstration
B. Facilities and regulations of the building
   1. Sign in and out location
   2. Traffic patterns, entrances, exits
   3. Fire drill routes and locations
   4. Lavatory locations (children and adults)
   5. Supply and book rooms
   6. Locations of audio visual equipment
   7. Work rooms
   8. Eating facilities
   9. Parking facilities
   10. Teachers' lounge

Often training for simple jobs can be given in small groups after a general orientation. However, the development of more complex, particular kinds of skills and attitudes required in such categories as tutors or "listeners" necessitates additional training directed to attaining these specific skills.

The following suggestions for training may be helpful in addressing specific school needs:

HEALTH ROOMS - The Red Cross can give standard first aid courses or shorter multi-media courses. A school nurse or health person can discuss what is permissible in schools and the general illnesses the volunteer may encounter in a school.

TUTORS - A reading teacher or specialist can present the basic ways reading is taught in the district and can offer assistance in dealing with the child experiencing difficulty in learning to read by introducing sight word vocabulary, games, and other methods the volunteer will find helpful. For tutors in math or other specialized areas, the same would be true. A teacher or specialist in the field can be invited to plan a workship for tutors.

LIBRARY - The local school librarian can conduct a simple workshop on procedures in the library for the volunteers who will work in this area.

CLASSROOM AIDE - This training should involve the classroom teacher and the volunteer on a one to one basis. Observation in the classroom may be helpful but the individual teacher will need to discuss classroom details and procedures with the volunteer.

Any other needed training can be set up in the same way. All volunteers should attend an orientation session regardless of what other specialized training they will receive.

VOLUNTEER PLACEMENT

Volunteers can serve in elementary, middle, and high schools; vocational/career centers; and special programs. They provide diversified services such as conducting tutoring programs in English, reading, and math, and assisting in classrooms, libraries, and health rooms. Some volunteers are storytellers or clerical assistants, while others provide support in art, music, foreign language, science, and special programs and projects. For example, in the area of language arts, volunteers can read and critique themes or papers which allows teachers to make additional writing assignments.

Many volunteers are involved as resource people to enrich the school curriculum, help on field trips, or simply be a friend to school students. A "special grandmother" reads to kindergarten youngsters and comforts them when they seem to need some extra attention or love. Some parents whose children are grown up feel a special empathy for teenagers and want to spend their time with them. Children who don't get individual attention at home find that they enjoy the special attention they receive from volunteers.

Volunteers may assist with:

- Remedial reading
- Tutoring
- Small group instruction
- Filing
- Calling parents
- Photocopying or duplicating materials
- Answering the phone
- Giving make-up tests
- Checking tests and folders
- Diagnostic testing
- Supervising lab experiences
- Grading papers
- Making bulletin boards
- Preparing assignments
- Making posters
- Directing chorus
- Story telling

- Designing learning centers
- Making instructional materials, including read-along tapes
- Vision and health screening
- Writing projects for securing funds
- Providing health room services
- Monitoring computer usage
- Working in media center
- Taping children's original stories
- Reading to students
- Working with general office duties
- Organizing school scrapbooks
- Coordinating school volunteer programs
- Providing special attention or instruction to handicapped students
- Serving on conucils including principals and parents advisory councils, and school improvement councils
- Serving on safety committee or teachers' appreciation committees
- Chaperoning or serving as bus drivers for field trips
- Working with non-English speaking students
- Providing slide lectures
- Working with the debate team

DEVELOPMENT OF PLAN FOR VOLUNTEER TUTORING PROGRAMS

Individual student tutoring causes consistent improvements in student achievement, attitude, and self-concept — a situation which makes the use of volunteers as tutors an increasingly popular idea. Students who are being tutored by volunteers are making social as well as academic gains; they are being made to feel special, with improved self-images and attitudes toward school. The personal attention not only helps students learn, but also shows them that other people care. The tutoring experience also provides the tutor with a sense of immediate usefulness, frees the teacher to instruct the entire class, and establishes a bond between school and community.

Tutors provide a variety of teaching services, such as assisting children on a one-to-one basis, supervising a small group working on a common lesson, administering and correcting tests, reading to a child to improve comprehension, helping the child develop a new skill, and reassuring the child who has difficulty learning.

Volunteer tutoring can be most rewarding. Tutors usually experience an improved self-image from helping someone else, a feeling that their time is being used in a worthwhile effort, an increased motivation for learning new skills, a welcome change from housework or other routines, and a feeling of achievement from having a stake in the success and well-being of another person.

Tutors work with students to improve reading. spelling, math, handwriting, or other subject area skills. The teacher guides the tutor and provides necessary materials. A suitable work area should be available for use by the tutor and student. Some students may require only one thirty-minute session once or twice a week, while others may require more. Students thrive on the special attention and the individual support they receive from tutors.

The following steps are recommended for setting up a volunteer tutorial program:

- Identify the need for individualized tutoring as perceived by students, teachers, administrators, and people in the community. This may be done through informal discussion or more formal techniques such as surveys.
- Involve teachers, administrators, volunteers, and parents in the development of goals for the tutoring program.
- Create a committee of teachers and parents to inform the community of the program.
- Goals for the program should focus first on the student:
  - Provide students with the individualized attention which schools cannot furnish on their own .
  - Help students to strengthen skills and subject matter deficiencies and experience success in areas of low achievement.
  - Enhance students' self-confidence and self-esteem.

- Goals should focus second on the tutor:
  - Strengthen the tutor's ability to analyze learning styles and diagnose learning problems.
  - Develop tutorial skills in motivating learners.
  - Enhance tutor's self-confidence, self-esteem, and personal growth through successful teaching experiences with students.
  - Encourage the tutors personal interest in the educational process.
- Responsibilities for the tutor may include:
  - Regularly tutoring a student whose needs have been matched with strengths of the tutor.
  - Meeting every tutoring session, or reporting if unable to attend.
  - Working with the teacher through weekly conferences to diagnose the student's learning problem and plan learning strategies.
  - Establishing objectives to meet the identified learner needs and informing the student of these objectives.
  - Learning the student's interests to build rapport and to use materials suited to these interests.
  - Planning carefully for each tutoring session and gearing the strategy to the student's needs. Some tutors may even choose to design a manual for each student.
  - Adding interest to learning activities through games and direct student involvement.
  - Ensuring that learning media and materials match the student's learning style.
  - Making learning activity directions clear.
  - Departing from the lesson plan if another direction is needed.
  - Evaluating student progress through written and verbal testing and maintaining a daily journal on each student.
  - Participating in training seminars.
  - Fostering student self-confidence and self-esteem.
  - Maintaining flexibility and developing creativity.
  - Ensuring some success and praising progress, whatever the degree.
  - Being patient, even if progress is slow.

- Administrators for the tutoring program should:

  - Implement an efficient referral and placement system which assigns tutors to students in the same classroom so that each tutor relates to one teacher and works with one grade level. Volunteers should be placed at the request of a teacher in a school receptive to volunteers.

  - Devise a system for monitoring the tutor's reliability in meeting with students.

  - Provide a means to assist tutors with transportation problems.

  - Initiate a system for providing on-the-job training by teachers in tutoring techniques. A preconference should be arranged between the tutor and the supervising teacher. The volunteer tutor might also observe the teacher presenting a basic skills lesson to the class with whom the volunteer will work. Any training sessions should be practical and avoid technical jargon.

  - Create a system for recruiting high school and high achieving elementary students as peer tutors for elementary students.

  - Implement a system for testing each student before and after working with the volunteer tutor. Share the test results with the tutor.

  - Develop a materials center or area for the exclusive use of tutors. Storing materials in a special location allows tutors to function on their own without disrupting classroom routines.

- Setting up policy is very important for volunteer tutors. Requirements for volunteer tutors may include:

  - Promptness and regular attendance.

  - Maintaining confidentiality of students.

  - Signing in and out on a Volunteer Attendance Sheet.

  - Tutoring inside the regular classroom as a supplement and reinforcement, not as a teacher replacement.

The district level coordinator should work with the district public relations director to promote community and school level awareness of the program, recruit volunteers, and promote official support. This public relations effort should follow along the lines of publicity efforts for general volunteer programs.

Tips for Volunteer Tutors

- Set specific, realistic goals to determine exactly what is expected from the tutoring within a specific time frame.

- Ensure that each tutoring session begins and ends with a successful experience for the child.

- Keep tutoring sessions short — 15 minutes a day for elementary and 30 minutes a day for high school students.

- Limit the material to be covered so as not to frustrate the child with too much material.

- Use novelty in tutoring, avoid ruts and discover new ways to repeat material.

- Record your brief (or lengthy) impressions of each tutoring session in a log. This record can be useful in meeting with the teacher to modify the tutoring program.

- Praise students for effort as well as accomplishments. This will ensure a positive attitude even if success is not immediately forthcoming.

- Encourage motor responses with tutoring; e.g., have child write the answers to flashcard drills on laminated cards.

- Keep the child's mind on his/her task and do not allow digressions from the tutoring.

- Tutor at an appropriate level of difficulty which has been discussed with the child's teacher.

- Evaluate learning games carefully. Educational games can be motivating, but should be monitored for efficiency. If too much time is involved in preparation, there is less time for teaching.

Matching Student Needs with Tutor Skills

In order to place tutors by matching student needs with tutors' skills and interests, the school tutor coordinator should be able to draw on a referral file containing student academic needs profiles and corresponding profiles on tutor strengths and interests. The student needs profiles should list the student's age, grade level, academic strengths, and specific subject area problems or skill weaknesses. Student profiles may also list subject area qualifications required of the tutor, student preferences for tutor's sex and age level, and times when the student can work with the tutor.

Corresponding information should be listed in each tutor profile. Student skill and subject area weaknesses can then be matched with tutor skill and subject area strengths. The tutor coordinator may make this match or the tutor may choose the student(s) profile(s) most suited to his/her strengths. Tutors wishing to work with emotionally disturbed, mentally retarded, or disadvantaged students usually need a more specific interview.

Communication Between Teacher and Tutor

Because the teacher is ultimately responsible for the student's learning progress, the teacher and tutor need to work closely and cooperatively to adequately meet learner needs. The experience and judgment of the teacher serves as a resource to the

tutor, while the time and energy of the tutor can be a mutual resource to the teacher. The teacher and tutor should discuss the tutoring assignment to:

- Determine students' needs.
- Identify home situations or emotional difficulties which the tutor should be aware of.
- Review resources and materials available for use in tutoring sessions. Resources may include the principal, counselor, reading specialist, librarian, and instructional materials center director.
- Set regular meetings for planning and reviewing student progress, including discussing results of specific tutoring activities.

Student Volunteers as Peer Tutors

The use of student volunteers as peer tutors has been a successful operation in schools for over two decades. The peer tutoring program has reaped benefits for the tutor, tutee, and teacher. The self concept of tutors is enhanced, along with their academic skills. Tutees benefit from the individual attention they would not routinely receive. Both tutors and tutees reflect increased motivation and improved attitudes toward school and learning. The peer tutoring program can free time for the teacher to work with those students who need help the most.

The ultimate responsibility for a successful peer tutoring program depends upon the teacher's direction. The teacher determines the existence, type, and duration of the peer activity. To set up a peer tutoring program, the teacher should decide whether each activity or material is suited to peer teaching by asking these questions:

- Does the task lend itself to drill and practice?
- Does the task involve direct participation of tutor and learner?
- Does the task lend itself to clear directions?

Ages of students, ability levels, and the amount of available time should be considered in setting up activities. Appropriate activities to be carried out through peer tutoring include:

- Drilling with flashcards, word lists, textbooks, workbooks, or Ditto sheets.
- Playing learning games.
- Dictating spelling words.
- Locating answers to questions that require research.
- Studying for a quiz or assignment.
- Discussing ideas introduced in a lesson.

The selection process for choosing students who are appropriate to serve as peer tutors and as tutees is a very important one. Students selected to be peer tutors should:

- Exhibit helping behaviors in informal situations.
- Be well liked by their classmates.
- Demonstrate leadership ability, regular attendance, and mature behavior.
- Demonstrate higher than average academic skills.

Students selected to be tutored should:

- Demonstrate willingness to be helped.
- Need extra practice in a specific area.
- Want to make up missed work.

Once selected, tutors and tutees should be suitably matched to enable them to work well together. In order to give those students being tutored genuine understanding and individual attention, the peer tutor should be trained in giving directions, confirming correct responses, applying positive corrections, praising tutees, gathering instructional materials, recording student performance, monitoring progress, and communicating with teachers.

Benefits to the Community

In addition to benefits to the student, school and the individual tutor, the community also reaps such benefits from the tutorial program as:

- Saving school funds and thus taxes.
- Establishing learning situations that otherwise are not possible.
- Establishing good relations between the school and the community.
- Assisting teachers to attain a better understanding of the students and parents in their community.

AN UNTAPPED SOURCE

USING SENIOR CITIZENS IN THE SCHOOL VOLUNTEER PROGRAM

While the need for school volunteers has become greater, the supply of parent volunteers has shrunk. Mothers, the major source of traditional school volunteers, are now working outside the home in increasing numbers.

Many teachers and administrators have sought to individualize instruction through peer and cross-age tutoring — children tutoring children. Some have focused on the community - - using high school and college students who can earn academic credit for tutoring. Some have sought help from businesses through released time for employees to assist in nearby schools, through technical help with management and funding, and in some cases through business firms "adopting" schools.

This situation has prefaced the realization that the largest untapped source of talent to assist in schools is our growing number of senior citizens. The United States today has more healthy, well-educated, financially independent older adults than all the rest of the world, and this "boundless resource" grows each year. Between 1900 and 1974, the percentage of U.S. population aged 65 and above more than doubled (from 4.1 percnt to 10.3 percent) while the number increased about sevenfold (from 3 to 22 million). Based on present death rates, the older population is expected to increase 40 percent to 31 million by the year 2000. *

Most retired citizens are still vigorous and energetic and wish to remain active and in touch with their communities through such avenues as volunteer work. The contribution of older school volunteers in the classroom is believed to have a positive effect on student attitudes, learning, behavior, and even school attendance. The natural attraction and affection which many senior citizens have for children enables them to be loving classroom volunteers and geniune school enthusiastics.

Older school volunteers bring to the classroom years of experience in a multitude of careers. Often these senior citizens serve as substitute grandparents for children who live a long way from their own grandparents. Older volunteers can provide these children with values and traditions which they cannot receive directly from their true long-distance grandparents. As surrogate relatives, these volunteers have time to listen to children who are troubled, shy, and lacking in the experience of interacting with adults.

Older Americans have talent, energy, time, skills, accumulated knowledge, compassion, and years of experience in human relations. These older volunteers can give children more individualized instruction, especially the slow learners and handicapped children who need personal help. The presence of the volunteers provides the teachers with extra hours to teach and extra pairs of eyes and hands. By supplying enrichment opportunities and expanding the resources of the school, they help the school reach out into the community to create better understanding of school problems and to develop support.

* Facts about Older Americans, DHEW Administration on Aging.

One principal noted that whenever RSVP (Retired Senior Volunteer Program) volunteers eat in the cafeteria, 95 percent of the cafeteria problems disappear. Another said, "I never saw so many wheelchairs, canes and people being helped out of cars as I did at the last school board election." Cities with high percentages of older residents, such as Miami, find that a high percentage of citizens over 60 turn out to vote.

Older school volunteers provide role models for children and help them to develop positive attitudes and an increased level of respect for the aged.

Today's housing patterns often minimize children's contacts with elderly people. Most instructional roles are filled by young adults, and the media depicts young adulthood as the ideal state of being. Many children live far from their grandparents and are denied the attention, values and traditions which in previous generations played an important part in the affective development of young children.

School districts are discovering that the presence of older school volunteers in the classroom has a beneficial effect on student attitudes toward learning and behavior. Attendance improves and motivation for learning increases when older volunteers come to school, .

The older school volunteer also benefits from this situation. Older adults who have led busy and productive lives need to continue to feel that they are important, that they can contribute to society, and that they have the opportunity for accomplishment and commendation. They enjoy work which elicits their creativity and sense of responsibility. Older adults have a strong motivation for work which rises from the satisfaction of an internal need for personal growth.

Seniors Seek Involvement

A study done recently for the National Council on the Aging by Louis Harris and Associates found that most older people " have the desire and the potential to be productive, contributing members of our society. They do not want to be 'put on the shelf' and excluded from social and economic activities."** Seventy-five percent of people over 65 indicated that they preferred to spend their time with all age groups. Twenty-two percent of this age group reported voluntary activity. Among those in this age group who do volunteer work, nine percent were involved in education (about 40,000). The study suggests that many more older volunteers could be recruited to help in schools, if they were asked.

Programs which include older school volunteers bring benefits to:

CHILDREN — Through regular contact with senior volunteers children learn that aging is not synonymous with inactivity and also receive individual attention which can increase achievement and motivation.

** The Myth and Reality of Aging in America, 1975.

SCHOOL STAFF — This group receives much needed support and thus extends learning time, enriches the learning environment, and expands the resources of the school.

SCHOOL SYSTEMS — They obtain services of additional resource people.

OLDER ADULTS — Volunteers, by giving, find a way to remain involved in community affairs, engage in meaningful service, be committed to a regular schedule of activity, and gain satisfaction in seeing children learn and grow.

THE COMMUNITY — The local community gains in understanding and becomes a partner with the schools.

What Older School Volunteers Do

Like other school volunteers, older school volunteers usually work a minimum of two hours a week, although some work four to five days a week! The amount of time depends on interest and other commitments. Some volunteers are assigned to only one teacher, while others prefer to rotate among the various classes in a grade level and work with several teachers. While other volunteers prefer to become involved in special school programs using only senior citizens as volunteers.

Open communication is needed between senior citizen volunteers, teachers, and the project coordinator. Older volunteers, especially, need to know their help is needed, their placement is suited to their talents, and their time is being well used. Frequently, the self-concept of the older adults has been affected by common stereotypes related to aging and to older persons. The result is a reluctance to volunteer for work in school programs, other than tutoring. Willingness to tutor is limited to those few older citizens with confidence in their academic background. The volunteer coordinator needs to be aware that the problem of helping older adults recognize their own skills, the value of their relationship with the students, and their abilities to interact productively with children and youth may arise. Older volunteers also need community recognition for their efforts—for example, a public relations campaign through the media or some other means to build community awareness of older volunteers' contributions.

There are many basic ways senior citizen volunteers can help in schools:

TUTORING: Volunteers work on a one-to-one basis or with small groups, and concentrate on specific learning problems in reading or math, as requested by the teacher.

Jane Lykins has no children of her own and has never taught, but she is now an invaluable math tutor. She spends 2½ hours a day, two days a week, in 45-minute one-to-one tutoring sessions with three sixth graders. The school is crowded, so Jane and the students sit in a hallway or corner of the auditorium. On nice days, Jane conducts her sessions outdoors. Occasionally, Jane meets with all three students. A meeting is held each week with the supervising teacher to discuss the students' progress and the materials Jane uses with them.

The teacher feels that Jane's tutoring has contributed significantly to the students' increased levels of achievement in math.

ENRICHMENT ACTIVITIES: Volunteers who have special skills or talents in music, drama, or crafts may choose to work with groups of children in their areas of interest.

Mary Bowen shares her love of music with two second grade classes. She spends five mornings a week providing a music hour for each of her classes. She checks out records from the library, teaches the children songs, and accompanies them on the piano. Students have drawn pictures and made costumes to illustrate the songs they have learned from Mary.

CLASSROOM AIDE: Volunteers assist teachers by preparing and organizing class materials, checking tests, organizing and completing records, collecting papers, distributing materials, and working with students in special projects. Others work in the library to help children select books, catalog books, type, read or tell stories, listen to children read aloud, tape their stories, and help them with audio-visual equipment.

Jim Wallace, a retired construction engineer, spends most of each Friday as a fourth grade classroom aide. He grades papers, supervises playground games, organizes and conducts leaf gathering expeditions, and helps children design bulletin boards. Jim has also helped design and build several teaching aids to illustrate principles of math and science.

Older school volunteers also have special qualities which can provide additional services for children. These extra services include the following:

CAREER EDUCATION: Older school volunteers have accumulated a lifetime of experience and know how. People retiring from business and industry depart with top business skills and talents. They are able to share with students direct information about career opportunities, pre-requisites for hiring, what they liked or disliked about their chosen field, and what kind of lifestyle a particular career can offer.

The Community Resource Unit in Los Angeles brings people from many different career fields into classrooms to talk with children and give demonstrations when possible. Subject matter ranges from marine biology and astronomy to dental hygiene, city government, industry, banking, and the

performing arts. In Miami and other cities, students go out into the community in "shadow" and "mini-apprenticeship" programs to observe workers on the job. Older school volunteers have many ties in the community and can facilitate such programs.

LIVING HISTORIANS: Older school volunteers may come to classrooms to be interviewed by students and teachers on their personal experiences during the time they have lived. They do not lecture, but are interviewed, a process which helps the Living Historian stay on the students' level. Sometimes entire classes or committees from classes visit retirement groups to interview many senior citizens at one time. Topics range from daily life at the turn of the century to prohibition, the great depression, aspects of World Wars I and II (such as living in London during the bombings), race riots and civil rights marches, the flu epidemic, and early times in the respective cities.

Arno Lachmann, 65, talked with Houston school children about his expulsion from the University of Berlinn Law School in 1933, four weeks before he was to get his law degree. He discussed his life in Hitler's Germany and as a Jewish refugee in Shanghai. Lachmann and his wife came to Houston because they wanted a city "where it's warm." Since becoming a citizen in 1953, he has helped about 3,000 immigrants become citizens.

OTHER WAYS: Older school volunteers can help in the many varied ways other volunteers do. Their special talents, interests, expertise, and knowledge can be a significant asset in classrooms. Older volunteers contribute through small group teaching, serving as resource persons, (e.g., speakers), and conducting enrichment projects (including crafts).

The Principal's Role in Working With Older Volunteers

The principal who wants to encourage an older school volunteer component in his/her school will foster a positive attitude among the school staff toward utilization of older school volunteers; provide in-service training for staff in volunteer utilization and supervision; help staff to identify specific needs; select a qualified volunteer coordinator; define the coordinator's role and tasks; help assign volunteers and provide them with workspace, lounge area, and materials; keep records of volunteer activities; and arrange for recognition of such service.

Steps for Setting Up the Volunteer Program for Senior Citizens

Setting up the school volunteer program for senior citizens might include the following steps:

START SMALL: Solid success with a few senior citizens is the best foundation on which to build.

CONDUCT A NEEDS ASSESSMENT: As in any school volunteer program, it is important to find out what needs the older school volunteers can fill.

EVALUATE TEACHER RESPONSE: Ensure that the program is responsive to teacher needs since the purpose of the project is to support teacher's efforts. Information on projects involving senior citizens as volunteers in the school is available through the State Department of Education.

PREPARE A PROGRAM OUTLINE WITH THE STAFF: Work with principals and teachers to outline a program which meshes with the curriculum if the program is just for senior citizens. If the senior citizens are a part of the overall program, the job description will be very important for the older volunteer.

PREPARE A PROGRAM SUPPORT SYSTEM: Involve the PTO/PTA board in planning the program. Funding for projects, community support and publicity are key factors in developing a successful program. These elements are critical if the project is a special type program (one which focuses on using just senior citizens).

SELECT A COORDINATOR FOR SENIOR CITIZENS PROJECT: The person responsible for recruiting senior citizens and coordinating their activities at school should understand the talents as well as the apprehensions and concerns of older people. A woman in her middle years (40-45+), who may be looking at a second career adds a special touch to make the program intergenerational. Some training in gerontology is extremely helpful for the selected coordinator. Funds are available through the South Carolina Commission on Aging to attend the Summer School of Gerontology. For information on other available training contact the State Department of Education.

PREPARE A PROGRAM FORMAT: Include days and times for senior citizens to participate as volunteers.

PREPARE TRAINING: Staff, parent volunteers, and students need to be prepared for working with volunteers, especially older adults. The attitudes and knowledge which these key people possess about their own aging process and older adults in general will affect the program's success. A minimum amount of training can be provided through the use of community resources. Contact the State Department of Education for further information. A film entitled "Close Harmony" (available through USC Film Rental) is excellent for use with students, staff, and older adults.

PRESENT THE IDEA TO SENIOR CITIZENS: Recruit senior citizens for the volunteer program at meetings of groups of retired citizens, such as the American Association of Retired Persons and various senior citizen clubs. Present the positive insights of the program, especially the worthy service they

will provide the community and the direct impact they will have on education and students. Obtain names, addresses, and telephone numbers of recruits and invite them to learn further about the program by attending an orientation meeting.

SEND WRITTEN INVITATIONS: Send written invitations to senior citizen recruits reminding them of the scheduled orientation meeting. These reminders should be brief, clear, and printed in extra-large type. Follow up these reminders with telephone calls to each recruit. One-to-one recruitment supported by a great deal of encouragement seems to be critical in obtaining older volunteers.

HOLD ORIENTATION MEETING FOR PROGRAM IN THE SCHOOL: Meetings should be simple and held in the morning, which seems to be a convenient time for most senior citizens. Present project goals and answer questions. Give volunteers the opportunity to talk with teachers about the program, to tour classrooms, to meet some students, and to feel at home. Provide sample job descriptions for older volunteers to peruse. This information should be clear and simple yet detailed enough to present a clear picture of what is expected of the volunteer. A volunteer handbook can serve as a good working tool.

SIGN THE SENIOR CITIZENS UP AS VOLUNTEERS: Match the volunteer with the job. Use the older adult's talents and skills by providing a choice in jobs, not just busy work. Screen volunteers to discuss their assets. Many older adults are rich resources of information. Creative activity which reinforces the curriculum is enriching and developmental. Older adults frequently enjoy working in teams of two. Visiting a project or observing other volunteers in action helps the volunteer to be at ease and does away with real fears.

PROVIDE DOOR-TO-DOOR TRANSPORTATION: Provide door-to-door transportation for those senior citizens who need it through such avenues as public transportation or a minibus donated by the community. (A local business or industry might provide the funds to cover the cost of transportation.) Retired Senior Volunteer Program (RSVP) or PTO/PTA organizations may also be a source of assistance with transportation.

HELP STAFF AND STUDENTS TO ESTABLISH RAPPORT WITH RETIRED CITIZENS: Reading and discussion is an effective way to establish rapport with retired citizens. Discussions should address the advantages and liabilities of age and might center on grandparents and other aged friends and relatives. The hostility which some adults and children display towards the elderly could also be beneficially discussed. A good coordinator for these discussions might be a geriatrics specialist, doctor, social worker, or retired center director. Reading material in this field should include: Annie and The Old One, by Miska Miles; William's Doll, by Charlotte Zolotow; Mandy's Grandmother, by L.M. Skorpen; Grandfather and I, By Helen E. Buckley; My Very Special Friend, by Lucille Hein; How Does It Feel to Be Old?, by Norma Farber; Through Grandpa's Eyes, by Rose Blue, and My Grandmother Would Rock Quietly and Hum, by Libby Stopple. The film "Close Harmony" is excellent preparation for setting an overall positive program tone. The film "What We Have" is stimulating for the faculty and helpful in recruiting older adults.

PROVIDE ADEQUATE SPACE: The space provided for older volunteer activities should be comfortable, attractive, and suited to the activity. A small group or

laboratory type setting provides a comfortable learning atmosphere. Storage space is also needed for supplies. The adequacy of these provisions sends a message to students about the school's support for this intergenerational experience. If scheduling of activity and space is inadequate and inconsistent, older adults will quickly drop out of the volunteer program. A positive program involving older adults necessitates proper prior planning.

Strategies for Recruiting Older Volunteers

Effective recruitment includes educating the community about who school volunteers are and what they do. Many people still equate school volunteers with parent volunteers. They also think that school volunteers only do clerical tasks. A good public relations campaign should stress that older volunteers bring special skills into the school.

Local newspapers may write feature stories about one or several enthusiastic older school volunteers—their contributions to children, teachers, the school and community, as well as how they feel about working at schools.

> A New York Times article on March 13, 1977, pictures Muriel McElroy, a retired insurance specialist in her 70's, who has worked for three years with Besnik Lusha, formerly of Albania, and now a ninth grader at Ditmas Junior High School. The article describes the school volunteer program and the benefits tutors bring to students for whom English is a second language.
>
> The Boston Globe ran two pages of stories on November 19, 1977, describing the activities of School Volunteers for Boston and featuring photos and articles of older volunteers at work.

Local newspapers may be given press releases or ads describing older school volunteer programs and asking for volunteers. Local radio and television stations can present public service announcements to recruit older school volunteers.

> The New York City School Volunteer Program regularly runs ads in New York newspapers and magazines, and sends public service announcements to several radio stations. An older adult volunteer taped a 60-second announcement which was shown on a New York TV station during prime time twice a week for six weeks. This combined mass media appeal resulted in 600 telephone inquiries between January and April.

The most effective personnel recruiter is an enthusiastic older school volunteer who is an excellent public speaker. Older school volunteers may talk to their friends concerning the satisfactions they find in their volunteer work.

> A survey of VIPS-SENIORS in Houston in 1977 shows that nearly 60 percent (185 of 311) were recruited as the result of one-to-one contact or a group presentation by school volunteer staff. Sixteen percent (51) joined the program as a result of

newspaper articles, and about nine percent (27) of the older school volunteers were recruited by television public service announcements.

Older school volunteer filmstrips, posters, and booklets may be effectively used. Flyers or other handouts with the names and phone numbers of contact persons could be developed for each school district senior citizen volunteer program.

A teacher who effectively uses older school volunteers is an excellent speaker/recruiter at groups of senior citizens. A student who has benefitted by and enjoyed working with an older school volunteer may also be effective as a speaker.

In recruitment, it should be stressed that even though they may not have been in school for many years, older people are qualified for many tasks at school. It should also be emphasized that training will be given for volunteer assignments which require special techniques or knowledge, and that the volunteer's own individual area of interest and expertise will be considered in placement.

It should be stressed that many different types of help are needed. Some older volunteers may only want to work in the library, clinic, office or art room. Others may want to share hobbies or career information. Some volunteers will be eager to work with individual children in learning situations.

The names of potential volunteers should be collected at the group meetings. Each potential volunteer should be phoned within a week so that he/she knows participation is really needed and counted on. Interviewing, orientation, and training should be begun as soon as possible.

No community groups should be excluded in recruiting efforts. Posters, flyers, and bookmarks should be placed in local libraries, adult centers, social services department offices, shopping centers, supermarkets, and other places frequented by older adults.

All free opportunities for publicity should be sought—free bus ads, bus bench signs, billboards, etc. Public officials and key community leaders should be made aware of the retirement drive for older school volunteers.

Older adults who may need support such as bus fare or transportation or those who can help only at home or at senior centers should not be overlooked. Some citizens who are disabled or confined to their homes may want to help by creating learning materials such as games and puppets.

Where to Recruit

Community organizations and service clubs such as Kiwanis, Lions, Masons, veterans' groups, the League of Women Voters, the American Association of University Women, the Junior League, garden clubs, church groups, synagogues, housing developments and senior apartment complexes and condominiums should be approached as sources for volunteers. An appeal can be placed in the newsletters of these groups and flyers and posters may be left with the volunteer program's phone number.

Active senior citizen groups in the community should also be addressed. Many older school volunteers have been recruited by Retired Senior Volunteer Program (RSVP), one of the three Older Americans Volunteer Programs. Some communities have active chapters of the American Association of Retired Persons (AARP) and the National Retired Teacher's Association (NRTA). The local Council on Aging, County Aging Program, or any community group that sponsors senior citizens' groups can work collaboratively with the Senior Citizen Volunteer Program.

> A school volunteer coordinator spoke at a retirement home, appealing for volunteers for a nearby elementary school, but got no response at all. Undaunted, she asked the crafts coordinator at the home to organize two workshops at which residents would make and laminate educational games for use at the school. The workshops, held in the home's crafts room, were so successful that residents asked to learn how to play the games and were then willing to come to school to play them with children who needed extra drill with multiplication tables, reading skills and spelling words.

Public Service Announcements to Recruit Older School Volunteers

HOUSTON

60-second PSA:

"And when you see the improvement in the children's work, its just as thrilling as if it's your own child. More so, maybe."

"I give him two hours a week and get a world of satisfaction."

"I wish people would realize what a tremendous joy it is. I'd turn down a luncheon anytime, if it would conflict with my volunteering."

They are all VIPS-SENIORS volunteers...putting their years of knowledge, skills and experience to good use by sharing them with children in our public schools. Your lifetime of experience can enrich a child's education. And you'll have a good time doing it. Spend as much time as you want, in any school you choose — it's up to you. Whether you're a housewife, retired chemist, engineer, welder or secretary — regardless of your background — there's a place for you and someone who needs you.

Call 626-2950 and become VIPS-SENIORS volunteer. The experience of a lifetime given to our children in schools may turn out to be the experience of your lifetime.

MIAMI

20-second PSA:

Pearl Buck said, "Would I wish to be young again? No, for I have learned too much to wish to lose it. I am a far more valuable person today than I was 50 years ago, or 40 years ago, or 30, 20 or even 10."

You can be one by saying "yes" to life. Be a Senior Citizen School Volunteer — call 371-2491.

Interviewing and Placement

Successful school volunteer programs use proven personnel techniques: job descriptions, interviews, and carefully considered placement. The job description should include the skills needed, an outline of specific duties, time and place of work, personality requirements, and a person to call for help.

Interviews are usually conducted by a staff member of the school volunteer program, by the school's coordinator, or by the principal. An older school volunteer who is trained to conduct interviews may be the best person to interview other retirees and senior citizens for placement in the program.

Interviewers should be trained in conducting interviews so that they are sensitive to the possibility that a potential volunteer might feel threatened by a question concerning level of education. Questions about volunteer activity and membership in organizations help the interviewer to assess the volunteer's social involvement. The older adult should be encouraged to talk about his/her grandchildren, and how things are different for young people today to allow the interviewer some insight into the older adult's attitudes toward working with children. Questions about skills and previous occupations also aid in placement.

Some older school volunteers prefer to work in one-to-one tutoring situations in the higher grades rather than serving in younger grades where a volunter might assist the teacher with a whole classroom of lively children. Some older school volunteers enjoy working with small groups of four to six children. Some also work well in a group of eight to twelve students, if two older adults are used together as a team on special enrichment projects.

An interview with careful screening is important to the success of any volunteer program. The goal of the interview is to match the needs of the volunteer with an assignment in the program. The prospective older school volunteer should be informed about the various opportunities for service, including the training which is available for some types of volunteer work. Information should be elicted from the volunteer about his/her background, skills, abilities, interests, and goals. Inquiry should also be made about time availability, transportation arrangements, and limitations, including any health problems which may limit the amount of activity or require some special consideration, e.g., volunteer cannot walk up stairs or has a special hearing or sight problem.

A simple interview form may be used or a more comprehensive questionnaire may be preferred, such as that used in New York City's School Volunteer Program . The New York City form secures information in computer-retrievable form so that a statistical profile can be drawn of the entire group of persons who apply.

Placement takes into consideration both the needs of the school and of the volunteer. Volunteers who are well placed remain on the job because they feel they are making a useful contribution and are gaining personal satisfaction from their work. Placements which use the special expertise of older volunteers may take more time than do those in traditional roles such as tutoring, but their potential for positive change is worth the extra effort. Fear of the unknown and doubt about their abilities to measure up in a meaningful way frequently keep older adults from participation in a volunteer program. Extending an invitation to visit and observe another older volunteer helps to overcome this fear. If the prospective volunteer can't decide on an assignment after an observation and trial period, a follow-up meeting should be scheduled in a few weeks to re-evaluate the situation. If the volunteer assignment will not begin for a few weeks, an alternative task should be suggested for the interim period. A volunteer should not be left in a position where she/he is not completely satisfied, or the program risks losing a prospective volunteer as well as a link to the community.

Not every prospective volunteer can be placed, but an outright refusal of offered volunteer help should be avoided. When placement in a school program seems unsuitable, you may be able to refer the volunteer to another agency which can better utilize the individual's skills.

Orientation and Training

Orientation for older school volunteers is essentially the same as for other school volunteers, except that staff members make sure that older volunteers get a more thorough orientation to buildings and are introduced to the principal and all key staff people. The building orientation includes an explanation of where to sign in and out, eat lunch, park cars, hang coats, have a cup of coffee, make a phone call, and relax. Health regulations should be explained. Most programs require x-rays or tuberculin skin tests, but frequency of such tests may vary from one state to another.

An outline for an orientation session is included on pages 16-18.

Orientation for older school volunteers in Seattle includes a discussion of "your first day" which helps to allay comprehensions or uncertainties. A humorous skit presented by Volunteer Services staff members stresses the importance of communication between volunteer and staff. General orientations are given each month, with the location rotating to different sections of the city.

In Houston, all regular service volunteers get orientation to policies, procedures, and the building where they will serve at a meeting with the principal and either a school-level volunteer coordinator or a staff person from VIPS-SENIORS. A VIPS-SENIORS Handbook was designed for the older school volunteer and is given to each at this time. Living Historians and speakers, who go to one school staff and then another, are always accompanied by school staff and do not require this

orientation. Prior to their appearance, they discuss with the teacher the format, material to be covered, length of presentation, where to report, and other details.

The DOVES program in Los Angeles has developed a "portable" orientation program which it can take to schools. The DOVES staff requests that five or more volunteers be recruited for each presentation by its portable orientation unit.

Training prepares the older school volunteer for a specific task or responsibility. It may be done in the local school by a reading or math teacher, at districtwide training sessions conducted by a staff member of the school volunteer program or an older school volunteer who has become a trainer, or by staff from nearby colleges and universities. Older school volunteers are trained in the same sessions with volunteers of other ages, unless the program is a special senior citizens school program.

Training is usually given to all volunteers who will become math or reading tutors. Training includes the general principles of working with children of this age as well as content skills.

Older volunteers in Houston are trained along with younger VIPs at eight fall and winter sessions. Two are districtwide trainings and six are regional. Volunteers who start between sessions, who cannot get to a training, or who do specialized volunteering for which there is no training, receive on-the-job training from the teacher.

Support for Volunteers

Whether older school volunteers remain on the job for an extended period depends on the support and the rewards they receive. Older school volunteers are motivated individuals who need to feel that their service has meaning. Some will be rewarded by leadership responsibilities so they will become trainers or interviewers, do recruiting for the school volunteer program, or handle the program's public relations. Some will get satisfaction from working with small groups of children or on a one-to-one basis in the instructional program. Others will be content to do routine jobs. However, no volunteer wants to be placed in an assignment and then be forgotten or taken for granted.

Support for volunteers takes many forms. It includes frequent get togethers for volunteers at the school and district level so they can share ideas, experiences, and mutual concerns. Good communication between the volunteer and the teacher she/he works with is vital and should include a regular time to talk together when the children are not present. Volunteers must feel that their help is needed and planned for; their time well used. They need to know what specific help each child needs and the progress each child is making.

Support also includes continuing contact with staff members of the school volunteer program and a public relations effort to increase community awareness of the contributions of older school volunteers.

Older school volunteers in Houston get support from the school-level volunteer coordinator, teachers, and principal. Members of the VIPS-SENIORS staff call the volunteers to follow up on placement and satisfaction on the job. Older volunteers are surveyed periodically and are especially welcomed at all large gatherings for the extra support which they give to Houston schools.

Volunteers who get identification name tags and are asked to sign in and out and keep track of their hours feel that they have a legitimate status in the school. They should also have a special lounge or workroom, if possible, and a volunteer bulletin board with news and information concerning their work.

Including older volunteers in the planning and decisionmaking involved in volunteer programs communicates appropriate regard for their intelligence and expertise.

Many older volunteers look on their school service as a "second career" and enjoy acquiring new skills through the training that is offered. Some school volunteer programs keep records not only of the number of hours of service given, but also the number of hours of training taken by each volunteer. Some volunteers are eager to get college credit for volunteer work.

Miss Ersilia Strazzulla studied to be a language teacher, but in the middle of the depression was advised to switch to accounting. She spent her entire business career working with figures in New England Telephone's accounting department. When she retired in October 1974, she looked for part-time work, but employers either wanted her full time or wouldn't hire her because of her age. One night she heard an appeal for older school volunteers on the radio; next morning she called School Volunteers for Boston to volunteer. For two happy years she tutored Italian-speaking children in English at James Otis Elementary School. SVB sent Miss Strazzulla to Middlesex Community College for a year to get extra training. She has now switched to East Boston High School which had a great need for bilingual tutors. Her volunteer work has truly become a second career.

Recognition of older school volunteer services should be frequent, sincere and be given publicly as well as privately. Sometimes an informal expression of appreciation motivates school volunteers more than ceremonies or certificates of appreciation.

Every volunteer who performs satisfactorily should receive some form of recognition, based on recorded data. All recognition should be personalized and related to performance.

The VIPS-SENIORS program in Houston reports that generally more recognition has been needed for seniors, and that this is usually well done in the elementary schools. The VIPS-SENIORS coordinator notes, "Feedback from retired male volunteers in large high schools made us decide there was not enough recognition there, and the staff has endeavored to provide it. These retired males asked for negative as well as positive feedback."

Volunteers should help to plan and organize formal recognition programs, including decisions about what kind of awards will be given, how many, and the criteria for selecting recipients.

> As part of the annual citywide "Thank You Seminar and Tea for Seattle Volunteers," a professor from the University of Washington school of social work spoke on "Creative Assertiveness in Volunteerism." The superintendent of schools and a school board member thanked volunteers for their great contributions to Seattle school children. High school students demonstrated the schoolwide appreciation for the city's volunteers by preparing and serving refreshments.
>
> In Los Angeles, the Board of Education provides a luncheon for school volunteers at the Hollywood Palladium. Volunteers receive certificates and a small favor. The superintendent and key deputies, most school board members and other school officials attend and offer brief tributes. In addition, the mayor or his representative, City Council members, and other community leaders attend to recognize the contributions of the volunteers.

Other ways to say thank you to older school volunteers include:

- Greeting them personally by name at every opportunity.
- Phoning or visiting older school volunteers who are unable to participate because of illness or family circumstances and telling them how much they are missed by the children, teachers and other volunteers.
- Encouraging the children to express their appreciation verbally and in writing.
- Writing letters of commendation citing specific contributions.
- Sending greeting cards on birthdays, wedding anniversaries, and other special occasions.
- Arranging for school volunteers to be included in special occasions at the school.
- Making special parking arrangements for volunteers whenever possible.
- Conducting a volunteer-of-the-month program.
- Including stories about older school volunteers in the PTA newsletter.
- Including family members in parties, coffees, or school events for school volunteers.

- Sponsoring an older school volunteer recognition week during which all active older school volunteers wear special ribbons and receive extra attention from school staff, students and visiting community leaders.

- Providing ideas for feature stories on older school volunteers for community newspapers.

- Helping older school volunteers meet or reduce actual monetary costs related to their participation, such as lunches and transportation.

- Submitting names of outstanding older school volunteers to community, state, and national organizations which sponsor recognition events.

Loss of active school volunteers is one of the most discouraging problems of local school volunteer programs. A high rate of volunteer turnover has a damaging impact on the program. Turnovers caused by moves, illness, and changes in family situations cannot be avoided, but continuing support and recognition can reduce school volunteer turnover and dropouts.

Special Problems

Transportation

Although most older volunteers have no difficulty arranging transportation if their school is outside their neighborhood, transportation can be a problem for some. Lack of good transportation prevents some older volunteers from participating and keeps others from volunteering as often as they would like. The cost of bus fare plus lunch is sometimes more than a limited income will allow. More older school volunteers would participate and do so more frequently if out-of-pocket expenses could be reimbursed.

> The RSVP in Seattle provides mileage or gives busfare to volunteers over 60 who require it if they volunteer close to their homes. The Seattle school volunteer program plans to use a 24-seat school bus to make two trips four times a week to carry volunteers to schools where volunteer involvement is now limited.
>
> The Houston program is succeeding in finding transportation from younger volunteers for about half of the older school volunteers who request it.
>
> Mayor Steve Clark in Miami has sponsored two Metro buses to transport senior citizens from Miami Beach to inner city schools where volunteers are needed. He is enthusiastic about the skills older Americans can bring to classrooms and hopes other mayors will provide such transportation.

Health Problems

Some older volunteers may have hearing, vision, or ambulatory impairments and thus may require special training or assistance. *The staff and students may also* require training to deal with these problems.

Lunches

School principals can sometimes offer free lunches to all older school volunteers who are on duty at lunchtime. Sometimes the PTA or the local RSVP can absorb the cost.

Liability Insurance

Some states have laws which provide the same insurance coverage for volunteers as for teachers and other school employees. Some school districts have secured the same arrangement from their insurance companies. NSVP can supply additional information if this is a problem for your school volunteer program.

TB Tests

Some school volunteer programs make it easier for older school volunteers to get required tuberculin skin tests by arranging for the community's public health department to do the testing at several schools on different days early in the fall. Volunteers must return a few days later to have the tests read.

Portions of this chapter were taken directly from Guidelines for Involving Older School Volunteers, 1978, National School Volunteer Program. A revised edition of this publication will be available by summer 1985.

Forms to be used in registering and evaluating senior citizens as school volunteers appear on pages 59-67 and on page 85.

PROBLEMS SOMETIMES POSED

"It takes a lot of rubbing to bring out the shine," said the individual holding the beautiful diamond. The same is true about an effective school volunteer program.

Managing people to achieve important results takes planning and communication. Some educators indicate that money seems to be one of the major problems slowing the effective implementation of a school volunteer program at the district level. The financial component must be adequate to insure the coordination of a total program and to recognize those who have participated in the school volunteer program.

Other areas are equally important. Communicating the goals of a program and the ways in which these goals are to be achieved are two necessary steps that need to be taken to avoid problems at the school level. People - volunteers - have a tendency to make their volunteer experience what they want it to be based on their past experiences or on what they think is expected from the situation. Communicating expectations is as important to adults as it is to students: they tend to meet the expectations communicated, either good or bad.

Communication without planing is equally treacherous. For example, recruiting volunteers before identifying areas of service produces an image that "no one is in charge." If this situation occurs, some volunteers may drop out and become negative PR agents for the school; some volunteers will remain, work cooperatively and become positive PR agents for the school; and other volunteers will pitch in, take charge, and still be negative PR agents for the school. However, with good planning and good communication, the most likely situation to develop is a volunteer program involving workers carrying out what is planned for a goal that is desirable.

Should a problem develop with volunteers in a school, the particular problem should be evaluated to see if the situation could have been prevented with better

planning or with better communication.

Volunteers have rights and responsibilities. The educators must insure that the volunteers know what is expected, receive clear instructions and training when it is needed or required, and are appreciated and recognized when the goal is achieved. The educators must expect to assume the responsibility for the educational program and communication of the action plan to achieve the desired goals. Volunteers, on the other hand, must accept the responsibility they assume in assisting educators as the action plan is implemented.

There is no problem in the development, implementation, or evaluation of a school volunteer program that can not be eliminated through effective planning, communication, and appreciation by educators, the PTA, the school improvement council, and the business partner. The rewards of planning, communicating, and extending appreciation to volunteers in the school setting produce results in an educational program similar to the brillance of the diamond.

PROGRAM EVALUATION

The number of hours given in volunteer service is a good indication of how well the program is working. However, the total number of hours and the number of volunteers is not as important to a successful program as the dependability of the volunteer and the quality of the work.

Teachers and volunteers should assist in an evaluation of the program at least once a year, and more often, if possible. Evaluation provides sound ideas as to how to improve the program.

Even though a school volunteer program may seem to be operating successfully, some form of evaluation is necessary. The following questions may be included in evaluation:

- Is the volunteer program effective?
- Are recruitment procedures effective?
- Are volunteers placed appropriately?
- Are training and orientation effective?
- Are teachers satisfied with volunteer services?
- Are volunteers satisfied with placement, supervision, etc.?
- Are needs being met by the program?
- Is the program growing?

These and other questions may be answered through surveys, questionnaires, records of numbers of hours of volunteers, drop-out rates, reasons for drop outs, and evaluation forms.

After examining all the evaluation data, it should be determined if the school is "better off" in terms of volunteer services than it was a year ago. If it is, then the program is succeeding. Some problems are natural occurrence and provide a good starting place for planning for the next year. Evaluation is of no value unless the changes are made which are necessary to improve the program.

VOLUNTEER PROGRAM RATING - (Just for ourselves)

Where does my school fit on the following scale?

	Excellent	All Right	Poor
Do we have a clearly formulated policy regarding the place of volunteers in our overall program?			
Have we worked out job descriptions which indicate the duties and responsibilities of volunteers?			
Do we have written standards and qualifications for using and selecting volunteers?			
Do we have a plan for recruitment? Do we use the best possible sources of volunteers?			
Do we have an orientation for new volunteers to show them where they fit in the school?			
Do our volunteers have someone to report to — a supervisor (an "unbossy" boss)?			
Do we have a program of in-service training for volunteers?			
Do we make our volunteers feel that they belong?			
Do our volunteers have a place to "hang their hat," so to speak?			
Do we show recognition and appreciation for our volunteers? Are there good working relationships between teachers and volunteers?			
Do we make a periodic evaluation of our volunteers?			
Do we listen to our volunteers —their complaints and their suggestions?			
Do we do something about what we hear from our volunteers (assuming that we listen)?			

Do we make a periodic evaluation of our whole volunteer program?

Do we dare to change it, if needed?

Excellent All Right Poor

Where along this line would our school's BASIC ATTITUDE about volunteers fit?

Where along this line would my own personal attitude fall?

ANNUAL REPORT BY VOLUNTEER COORDINATOR

School or site _____ Coordinator _____

1. Involvement of personnel:

   a. Number of volunteers serving in classrooms. _____

   b. Number of volunteers giving general school service. _____

   c. Number of volunteers giving general office service _____

   d. Number of volunteers giving services to individual children or small groups outside of classroom. _____

   e. Number of volunteers added to the program during the year. _____

   f. Number of volunteers who dropped out of the program during the year. _____

   g. Total amount of man hours during the year. _____

   h. Number of student services. _____

   i. Number of volunteers who wish to continue. _____

2. Service:

   a. List the types of service the volunteer performed for the classroom teacher. _____

   b. List the types of service the volunteer performed for the school or site outside of classroom activity. _____

   c. List the types of service that were given to individual children (adults) or small groups outside the classroom. _____

   d. List the types of service the volunteer gave to the volunteer office. _____

3. Training and superivision:

   a. Did members of the staff participate in the training of volunteers? _____

      In the supervision of volunteers? _____

   b. Was in-service training done through individual conferences? _____

      Group conferences? _____

      Printed materials? _____

Demonstration of techniques? _____

Observation of experienced volunteers? _____

Other? _____

c. Were arrangements made for volunteers and teachers to confer on individual children or adults? _____

4. Books and materials:

a. Do you have a satisfactory collection of textbooks? _____

Library books? _____

b. Do you have an adequate supply of instructional materials in the volunteer office? _____

c. Does the school or agency supplement your own supply of books and materials? _____

Not at all _____

Adequately _____

Generously _____

5. Teacher reaction:

a. Number of teachers on staff. _____

b. Number of teachers using volunteer classroom service. _____

c. Number who have requested continuation of volunteer service. _____

d. Number who have indicated they do not wish continuation of volunteer service. _____

e. Number of new requests for classroom service. _____

6. What research and empirical data do you have to prove the value and effect of the volunteers' service?

_____

_____

_____

_____

_____

_____

COMMUNITY INVOLVEMENT PROGRAM

EVALUATION

Please circle the appropriate answer.

1.	Was your school's volunteer program successful this year?	Yes	No
2.	Is there enough training for Volunteer Chairpersons?	Yes	No
3.	Do your school's volunteers need more training?	Yes	No
4.	Are you satisfied with the recruitment and placement of volunteers at your school?	Yes	No
5.	Does the volunteer program have enough support from the principal and faculty at your school?	Yes	No
6.	Is your school better because of the volunteer program?	Yes	No

How do you think the Community Involvement Program can be improved?

_____

_____

_____

What would make your job as Volunteer Chairperson easier?

_____

_____

_____

Principal or Administrator Evaluation of Volunteer Assistance

School or site _____

Principal or administrator _____

1. Would you like to have volunteer assistance continued at your school next year?
   Regularly _____ Occasionally _____ Never _____

2. What kinds of services would you like to have volunteers provide? _____
   _____

3. What has been the general reaction of the staff to the volunteers?
   Good _____ Fair _____ Poor _____

4. Have the volunteers established sound working relationships with the staff?
   Yes _____ No _____
   How has it been evidenced? _____

5. Has volunteer service appreciably relieved your staff of non-professional tasks?
   Yes _____ No _____
   Comments _____

6. Has the help given by volunteers been a factor in improving the achievement of those who received it? Yes _____ No _____ (If possible, please cite specific statistics.)
   _____

7. Have the pre-service and the on-the-job training of the volunteer been satisfactory?
   Yes _____ No _____
   Comments _____

8. What additional skills or techniques do you feel the volunteers need? _____
   _____

9. What suggestions do you have for improving the training or efficiency of volunteers?
   _____

10. Has the on-the-job supervision of volunteers been satisfactory? Yes _____ No _____
    Comments _____

11. Has the liaison between you and the total volunteer program proved satisfactory?
    Yes _____ No _____ Comments _____
    _____

12. What additional comments or suggestions can you make to improve the quality of the volunteer program?

    _____
    _____
    _____
    _____
    _____

TEACHER EVALUATION OF VOLUNTEER

Name of School Volunteer _____

Name of Teacher _____ Date _____

Please rate the performance of the school volunteer in the following areas as Excellent, Good, Needs Improvement, or Poor. Return this form to your Volunteer Chairperson or District Coordinator.

Excellent	Good	Needs Improvement	Poor	
				The volunteer was able to carry out instructions.
				The volunteer has been able to work with the teacher.
				The volunteer has been regular in attendance.
				The volunteer has been able to establish rapport with the student(s) assigned.
				The volunteer provided an appropriate model for the student in his/her speech and behavior.
				The volunteer was able to keep good daily records.
				The volunteer was able to work without much direction from the teacher.
				The volunteer maintained a professional relationship with the student, the teacher, and the staff at all times.
				The volunteer was able to bring about a change in the child's attitude and/or academic skills.
				The volunteer was able to apply his/her own initiative in making plans for the student.
				The volunteer was able to change or adapt the lesson plans to the needs of the student when adaptations seemed necessary.
				The volunteer seemed to enjoy working in the instructional setting.

TEACHER OR STAFF MEMBER EVALUATION OF VOLUNTEER ASSISTANCE

School or site _____

Teacher or staff member _____

Volunteer _____

1. Have you used the services of a volunteer this year?
   Regularly _____ Occasionally _____ Never _____

2. Would you like to have a volunteer assigned to you next year?
   Regularly _____ Occasionally _____ Never _____

3. Does the volunteer have good rapport with the children or adults? Yes _____ No ____
   How is it evidenced? _____

4. Do you feel that the climate for learning has been improved by volunteer service?
   Yes _____ No _____ How? _____
   _____

5. Has there been any evidence of changes in your pupils as a result of volunteer service?
   Yes _____ No _____ What kinds of changes? _____
   _____

6. To what extent has the volunteer increased your efficiency as a teacher in relationship to:

   a. Planning _____
   b. Pupils _____
   c. Professional growth _____

7. Has the volunteer shown initiative in helping in the classroom? Yes _____ No _____
   How? _____

8. Do you feel the volunteer was given adequate training before his/her assignment?
   Yes _____ No _____ Comments _____

9. Has the on-the-job training of the volunteer proved satisfactory? Yes _____ No _____
   Comments _____

10. In what areas was he/she most helpful? _____

11. What skills or techniques were most useful in his/her work? _____
    _____

12. In what areas was the volunteer least helpful? _____

13. What additional skills or techniques do you think the volunteer needs? _____
    _____

14. What suggestions do you have to improve the training or efficiency of the volunteer?
    _____

15. Has the on-the-job supervision of the volunteer proved satisfactory? _____

16. Comment on any personal qualities which hampered or enhanced the effectiveness of the volunteer. _____
_____

17. Should the volunteer be encouraged to continue in the program? Yes _____ No _____
Why? _____

18. What additional comments and suggestions can you make to improve the quality of the volunteer program? _____
_____

STAFF SURVEY

School _____ Name (Optional)_____

1. What do you feel has been the strongest feature of the volunteer program at your school?

   _____

   _____

2. What do you feel has been the weakest feature of the volunteer program at your school?

   _____

   _____

3. Have you had a volunteer in the past? _____ If yes, please answer questions 4 and 5.

4. Was your previous experience with a volunteer satisfactory? _____

5. What did your volunteer do? (Check as many as necessary.)

   _____ Tutoring

   _____ Clerical Work (grading papers, duplicating, etc.)

   _____ Enrichment (classroom presentations)

   _____ Other (Please explain.) _____

6. Would you like a volunteer? _____ If yes, please answer question 7.

7. What would you like a volunteer to do? (Check as many as necessary.)

   _____ Tutoring

   _____ Clerical (grading papers, duplicating, etc.)

   _____ Enrichment (List specific areas.)

   _____ Other (Please explain.) _____

8. Would you be interested in attending in-service trainig for teachers on "How to Use a Volunteer Tutor"? _____

9. Do you think tutors need in-service training or can individual teachers train their own tutors? _____

ANNUAL VOLUNTEER EVALUATION

School _____ Name of Volunteer _____

Volunteer Coordinator _____ Date _____

Length of Time of Volunteer's Service: From _____ To _____

1. Attendance
   Outstanding _____
   Satisfactory _____
   Irregular _____
   (If irregular, please give reasons.)

2. Punctuality
   Outstanding _____
   Satisfactory _____
   Irregular _____
   (If irregular, please give reasons.)

3. Has the staff reaction to the volunteer been:
   Good _____
   Fair _____
   Poor _____

4. Has the reaction of the children been:
   Good _____
   Fair _____
   Poor _____

5. What special strengths or abilities does this volunteer have? _____
   _____

6. What weaknesses does this volunteer have? _____
   _____

7. What recommendations or suggestions do you have in regard to this volunteer?
   _____
   _____

VOLUNTEER EVALUATION OF PROGRAM

School or site _____

Volunteer _____

Teacher or staff member _____

1. How many hours did you work weekly? _____

2. Briefly describe what you did as a volunteer. _____

   _____

   _____

3. Were you placed according to your interests and abilities? Yes _____ No _____
   Comment _____

4. Did you have good rapport with the children (adults)? Yes _____ No _____
   How was it evidenced? _____

5. Did you have good rapport with the teacher? Yes _____ No _____
   How was it evidenced? _____

6. Do you think you received adequate training before your assignment? Yes ___ No ____
   Comments _____

7. Did you receive satisfactory training during your assignment? Yes _____ No _____
   Comments _____

8. In what areas were you most helpful to the teacher? _____
   _____

9. What skills and techniques were most useful during your assignment? _____
   _____

10. In what areas were you least helpful to the teacher? _____
    _____

11. What additional skills and techniques do you need? _____
    _____

12. Was your on-the-job supervision satisfactory? Yes _____ No _____
    Comments _____

13. Do you plan to continue as a volunteer? Yes _____ No _____ Why? _____
    _____

14. How do your think the program can be improved? (Please be specific.) _____
    _____

TEACHER SURVEY[1]
Project LOVE
(Let Older Volunteers Educate)

Date_____

1. Generally speaking, the concept of using citizen volunteers in public education is sound.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

2. Prior to Project LOVE (Let Older Volunteers Educate), I really hadn't given much thought to including the elderly in my program.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

3. In my judgment, the Grandpersons are thoroughly enjoying and most appreciative of Project LOVE.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

[1]Ann Arbor Public Schools, E.S.E.A., Title III Project, New Age, Inc., Teaching-Learning Communities, March, 1975.

4. From what I've perceived of Project LOVE, I feel the concept offers some positive educatioal values for my overall classroom program.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

5. From my view, Project LOVE is an added burden.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

6. It is my feeling, at this time, that the children are benefitting in developing a sense that elderly persons can contribute to their classroom experience.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

7. From what I've seen, I envision Grandpersons being a valuable asset to the school in areas other than art; i.e., relating local history, story telling, etc.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

8. From what I've seen of the concept to date, I would recommend the program to other teachers.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

9. The best things about Project LOVE are:

10. Some problem areas regarding Project LOVE are:

Additional Comments:

PRINCIPAL SURVEY[1]
Project LOVE
(Let Older Volunteers Educate)

Date_____

1. Generally speaking, the concept of using citizen volunteers in public education is sound.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

2. Prior to Project LOVE, I really hadn't given much thought to including the elderly in my program.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

3. In my judgment, the Grandpersons are thoroughly enjoying and most appreciative of Project LOVE.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

[1]Ann Arbor Public Schools, E.S.E.A., Title III Project, New Age, Inc., Teaching-Learning Communities, March, 1975.

4. From what I've perceived of the Project LOVE program, I feel the concept offers some potential positive educational values for the overall curriculum.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

5. From my view, Project LOVE is an added burden.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

6. It is my feeling that the children will benefit from the involvement with Grandpersons.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

7. From what I've seen, I envision Grandpersons being valuable assets to the school in areas other than art; i.e., relating local history, storytelling, etc.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

8. From what I've seen of the concept to date, I would recommend the program to other principals.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

9. The best things about Project LOVE are:

10. Some problem areas regarding Project LOVE are:

Additional Comments:

GRANDPERSON'S SURVEY[1]
Project LOVE
(Let Older Volunteers Educate)

Date_____

1. Generally speaking, the concept of your being in public education is adaptable.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

2. In my judgment, the children are thoroughly enjoying and most appreciative of Project LOVE.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

3. From what I perceived of Project LOVE, I feel the concept offers some positive educational values.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

[1]Ann Arbor Public Schools, E.S.E.A., Title III Project, New Age, Inc., Teaching-Learning Communities, March, 1975.

4. From my view, the Project LOVE program is an added burden.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

5. It is my feeling, at this time, that the children are benefitting in developing a sense that older adults can contribute to their educational values.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

6. From what I've experienced in this program, I would recommend the program to other older adults.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know Yet

Comments:

7. The best things about Project LOVE are:

8. Some problem areas regarding Project LOVE are:

Additional Comments:

RECOGNITION

Volunteer interest must be maintained.

Often volunteers are recruited and trained only to lose interest and drop out of the program. Volunteer coordinators and teachers should develop procedures to maintain the volunteer's interest and enthusiasm in order to retain them in the program. The following procedures may be implemented by the volunteer coordinator or teachers, and often serve to achieve this objective:

- Include the volunteers in planning instead of doing all the planning for them.
- Check often with volunteers to show concern for them.
- Assign the volunteers challenging and interesting responsibilities.
- Monitor volunteers' activities continuously so that their jobs don't become tedious.
- Provide opportunities for volunteers to share ideas.
- Include the volunteers in the total school volunteer program development so that they are truly involved.
- Watch for signs of waning interest such as absenteeism. If this happens, change the assignment or add responsibilities.
- Examine reasons why volunteers leave the program in order to pinpoint areas of program weakness.
- Show appreciation and recognition to volunteers through:
  - Presenting awards such as badges, pins, and certificates at yearly recognition ceremonies.
  - Expressions of appreciation by administrators at PTA or volunteer group meetings.
  - Expressions of informal daily appreciation.
  - Giving teas or receptions for volunteers.
  - Providing feedback to the volunteers.
  - Releasing newspaper feature stories on services provided by volunteers.
  - Featuring volunteers on posters in the school.
  - Writing personal letters of thanks from professional staff members to volunteers.

Follow these overall suggestions for motivating volunteers:

1. Be sure volunteers know what is expected of them. Provide them with the materials needed to do the job and a place to do it. Give volunteers enough freedom to feel responsible. Be ready for them when they come - DON'T LET THEM WASTE THEIR TIME!

2. Let volunteers see a level of success in their efforts. Tell them if they are making progress with a student and if his/her work is improving. PRAISE the volunteer when it is due. The volunteer receives no pay so your praise and the satisfaction of knowing he/she is contributing is the only reward. BE GENEROUS!

3. Make volunteers feel they are a part of the school. Friendly and responsive staff members and teachers who smile, say hello, and offer conversation and a cup of coffee go a long way in giving a volunteer the motivation he/she needs to continue. SHARE YOUR SMILE!

Certificate Of Appreciation

CHARLESTON COUNTY
SCHOOL DISTRICT

School Volunteer Program

Recognizes

_____

For Giving Invaluable Support In Furthering
The Education Of The Students By
Providing Significant Volunteer
Service To The Schools And To The Community

_____

_____ Certified Hours

Ronald A. McWhite
Superintendent of Schools

_____
Consultant, School Volunteer Program

SAMPLE LETTER OF RECOGNITION

1. A letter of appreciation
2. A handwritten note accompanied by a drawing from the student

Dear _____,

During the past year, you served as a volunteer as (school name) working as a (type of service).

On behalf of the principal, teachers, and children, may we take this opportunity to express our deep appreciation for your efforts to make our program a success, and to say "thank you" for the generous contribution of time, talent, and love you have given to our school. Volunteer service such as yours does much to enrich our school program.

We look forward to having you return as a volunteer next year.

Sincerely,

School Volunteer Chairman

APPENDIX

Creating More Effective Partnerships Among the Schools, Parents Community, and Business

Broadening the Community Involvement in the Public Schools

Section 1. Section 59-5-65 of the 1976 Code, added by the provisions of this Act, is amended by adding a new item at the end to be appropriately numbered which shall read:

( ) Adopt policies and procedures to accomplish the following:

(a) Expand school volunteer programs.

(b) Encourage civic and professional organizations to participate in local adopt-a-school programs.

Section 2. The State Board of Education shall initiate an awards program to recognize business and industries, civic organizations, school improvement councils, and individuals contributing most significantly to public education.

State Board of Education

The State Board of Education recognizes that community involvement helps to insure the effectiveness of each school in each district. Therefore, each school district shall:

1. a. Adopt policies and procedures to expand school volunteer programs within the school district.

   b. Encourage each school to develop and implement a school volunteer program and provide training and orientation for school volunteers.

   c. Adopt policies and procedures which will facilitate civic and professional organizations' participation in local adopt-a-school programs.

2. The State Department of Education shall initiate an awards program to recognize businesses and industries, civic organizations, school improvement councils, and individuals contributing most significantly to public education.

Procedures for Implementation

1. The local board of trustees will adopt policies and develop procedures for coordinating the school volunteer program.

   a. The local board of trustees will develop a plan to encourage a school volunteer program in each school.

   b. The local board of trustees will develop procedures to provide an orientation and training program for school volunteers in the district.

2. The local board of trustees will develop policies and procedures which encourage civic and professional organizations to participate in local adopt-a-school programs.

3. The local board of trustees may organize an annual activity that gives recognition to businesses, industries, civic organizations, school improvement councils, and individuals contributing most significantly to public education. The local district winners may be forwarded to the State Department of Education for consideration at the state level.

4. The State Department of Education will form a standing committee of business, civic and education leaders to selelct state recipients for recognition.

REQUEST FOR VOLUNTEER SERVICE

Teacher or staff member _____

Date of request _____

Grade _____

Days volunteers are requested _____

I WOULD LIKE ASSISTANCE IN THE FOLLOWING AREAS:

General classroom duties	_____
Reading - small groups	_____
Tutoring (reading or math)	_____
Audio Visual	_____
Clerical	_____
Library	_____
Curriculum Enrichment (explain study area)	_____
Other	_____
	_____
	_____

NOTE: This form can be used when a teacher or school staff person would like a volunteer to help in certain areas on a regular basis.

The Volunteer Chairman uses this form to recruit volunteers for the teacher or staff person.

VOLUNTEER REQUEST FORM

School _____ Date _____

Teacher _____ Grade _____ Room _____

_____

_____

_____

Job Description

_____

Days and Time Preferred

RETURN COMPLETED FORM TO _____

_____

_____

VOLUNTEER REQUEST FORM

School _____ Date _____

Teacher _____ Grade _____ Room _____

_____

_____

_____

Job Description

_____

Days and Time Preferred

RETURN COMPLETED FORM TO _____

_____

_____

SCHOOL VOLUNTEERS
Salt Lake City, Utah

Name _____ Grade _____ Room _____

1. Do you want the service of a parent volunteer? Regularly _____ Occasionally _____

2. Do you have space in your room for a volunteer to work? _____

3. What kinds of volunteer service would help you? _____

_____

4. Would you use a clerical pool? _____

5. Would you be interested in the resource program? _____

6. Would you be interested in having a volunteer do work at the media center for you? _____

CLERICAL POOL

Teacher's Name _____ Room _____ Date _____

Instruction Request _____ Complete by _____

Number of Copies Ditto ____ Stencil ____

Return to Room ____

Leave in Office Box ____

To All _____ Teachers:

Plans are well underway on our Volunteer Program. Survey sheets have been sent home to the parents to learn their interests and talents.

Now we would like to know your needs. Please fill out the attached form and return it to the office.

Thank you,

_____
Volunteer Coordinator

CLASSROOM VOLUNTEER REQUEST

Teacher _____ Room No. _____

Number of aides	Time	Day	Duties	Special Talents Required

ADOPT-A-SCHOOL VOLUNTEER PROGRAM

Faculty Questionnaire

We are beginning a process of recruiting and training volunteers from the community to help us maintain and improve our school program. Volunteers can provide various types of assistance to the staff and students and can improve community support for our school.

In order for a volunteer program to be effective, you must be involved in its design and implementation. Because of your already crowded schedules, you will not be asked to help with the recruiting, training, and coordination of volunteers. Your assistance will be welcomed if you so desire. We do need some information about what you want from our volunteer program. Please respond to the following questionnaire so that we might design a volunteer program which will be of maximum benefit to you.

1. Check from the following list those areas in which you would like to have assistance.

_____ a. Tutoring
_____ b. Clerical
_____ c. Supervise lunchrooms
_____ d. Supervise playground
_____ e. Big brothers/big sisters
_____ f. Community needs assessment and feedback
_____ g. Public relations and publicity
_____ h. Field trips
_____ i. Materials development
_____ j. Classroom aide
_____ k. Offering mini-courses or other types of enrichment activities (e.g. music, art, theatre, photography)
_____ l. Career education (e.g. barbers,, plumbers, truck drivers, firemen)
_____ m. Work days (carpentry, painting)
_____ n. Recreation
_____ o. Other_____
_____
_____

2. From items which you checked from the above list, choose no more than five which are most important to you. List those in column I below and then complete the remainder of the chart.

Column I	Column II	Column III
Priorities	Amount of People and/or Time Needed	Content Area (if appropriate e.g. tutoring in reading)

SIMPLE INTERVIEW FORM

Name of prospective school volunteer _____

Name of interviewer _____

Interest and skills:

_____

_____

Expectations and goals for volunteering:

_____

_____

_____

Volunteer assignment:

School _____ Contact person _____

Days _____ Hours _____

Duties _____

_____

Orientation:

Date _____ Time _____

Training:

Date _____ Time _____

Additional comments

_____

_____

_____

_____

ELEMENTARY SCHOOL

Date _____

Dear Parent:

This year we are organizing a School Volunteer Program. We feel that the parent group in our own community can enrich our curriculum, help children to grow academically, provide service that will free teachers to work with children, and aid us in meeting our clerical needs.

If you feel you would like to be of service to the school as a volunteer this year, will you please complete the questionnaire and return it to the teacher as soon as possible? We will welcome you and provide you with the training needed.

The School Volunteer Coordinator is _____.

Thank you,

Principal

— — — — — — — — — — — — — — — — — — — —

TYPE OF WORK PREFERRED

Father's Name _____ Telephone _____

1. Enrichment Volunteer
   a. Speak to classes about a subject on which you are an authority. (Please indicate subject.) _____
   b. Act as a resource person in science or social studies. (Please indicate subject.) _____
   c. Show slides and comment on films of trips. _____
   d. Display special collections: stamps, photographs, etc. _____
2. If not able to work at school, could work at home. _____

Mother's Name _____ Telephone _____

1. Enrichment Volunteer
   a. Speak to classes about a subject on which you are an authority. (Please indicate subject.) _____
   b. Act as a resource person in science or social studies. (Please indicate subject.) _____
   c. Show slides and comment on films of trips. _____
   d. Display special collections: stamps, dolls, etc. _____
2. Classroom tutor to students needing special assistance. _____
3. Clerical help to classroom teacher or other school personnel. _____

4. Classroom volunteer or teaching aid. _____

5. Library aid. _____

6. General work volunteer (cutting, pasting, bulletin board, etc.). _____

7. If not able to do work at school, could work at home. _____

SCHOOL VOLUNTEER APPLICATION FORM

1. Mr.
   Mrs.
   Miss _____
   (Last name) (First name)

   _____
   (Home address) (Zip code) (Phone)

2. Work experience (Use separate sheet if necessary.)

Position	Employer
_____	_____
_____	_____

3. Volunteer Experience (Use separate sheet if necessary.)

Kind of experience	Organization
_____	_____
_____	_____

4. With what age groups do you prefer to work? (Check one.)
   5-8 years 9-12 years Junior High Senior High

5. Which kinds of service do you wish to give to the school?

   ___ Working with students ___ Curriculum Enrichment

   ___ General assistance ___ Clerical work

   ___ Other

6. On what day(s) and time(s) will you be avilable?

	Mon.	Tues.	Wed.	Thurs.	Fri.
9:00 - 11:00	____	____	____	_____	____
10:00 - 12:00	____	____	____	_____	____
1:00 - 3:00	____	____	____	_____	____

7. Are you willing to accept orientation, training, and general direction from teachers, principals, and others directing the volunteer program? _____

8. Whom should we notify in case of emergency?

   _____
   (Name) (Address) (Phone)

9. Please list name and address of your doctor and one or more references.

(Name) (Address) (Phone)

(Name) (Address) (Phone)

(Name) (Address) (Phone)

VOLUNTEER REGISTRATION FORM

PROJECT LOVE (LET OLDER VOLUNTEERS EDUCATE)

IRMO–CHAPIN AGING PROGRAM

Name Miss / Ms. / Miss / Mr. _____ Birthdate _____

Address _____

Zip Code Telephone

Availability to Volunteer Morning _____ Afternoon _____
Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____

Do you drive? _____ Do you need transportation provided? _____

Any physical limitations? _____

Education: Circle highest grade 5 6 7 8 9 10 11 12 College: 1 2 3 4 Graduate _____

Work Experience _____
_____

Would you like to serve as a tutor? Yes_____ No_____ Math_____ Reading _____
Creative Writing _____

What would you like to do as a volunteer grandperson? Check below.

____	Crafts	____	Needlepoint	____	Dramatics
____	Woodworking	____	Embroidery/stitchery	____	Story telling
____	Sewing	____	Cooking	____	Lace Making
____	Art	____	Electronics	____	Astronomy
____	Music	____	Creative Writing	____	Weaving
____	Dance	____	Poetry	____	Ceramics
____	Crocheting	____	Photography	____	Science
				____	Other _____

_____

What would you most enjoy doing with children and young people? _____
_____
_____

Other skills and interests _____

How did you become interested in Project LOVE? _____
_____

Reference (not related) _____ Phone _____
Doctor's Name _____ Phone _____
Person to Call in an Emergency _____ Phone _____

SCHOOL VOLUNTEERS
Salt Lake City, Utah

Dear Friends of the School:

Come, enjoy the thrill of sharing your talents, hobbies, vacational experience, service assignment, collections, travelogues, or other ideas as you extend the value of your skills in the rewarding experience of participating in the School Volunteer Program, Curriculum Enrichment Division. If you will help us, please check the appropriate spaces below:

_____ I could help with a lecture on _____

_____ I could help with a travelogue for I have pictures taken in
_____

_____ I could help by giving a demonstration in
_____

_____ I am willing to tell about my hobby of
_____

_____ I could share my occupational knowledge of
_____

_____ I am willing to give an hour on children's books.

_____ I will talk this over with my friends and find others who would share in like manner with the school.

Name _____

Address _____

Phone Number _____

SAMPLE
PARENTAL RECRUITMENT LETTER

Dear Parents,

Our boys and girls are our most important resources. We share a common purpose - educating children. Many children need individualized attention and you have had varied experiences which can help our children grow. YOU can help many of our children in school. We need volunteers to help the teacher in ways which will allow him/her to provide more personal assistance to our children.

If you are interested in serving as a volunteer, we will be delighted to hear from you. The (school name) Volunteer Program is a project sponsored by your PTA.

We have attached a list of duties which can be done by volunteers. If you have a special ability or interest which has not been listed, please insert it at the bottom of the sheet.

You are invited to a brief meeting to discuss the volunteer program in more detail. Let us know if you can come!

O R

You are invited to meet with the volunteer chairman to discuss your participation as a volunteer.

DATE:

TIME:

PLACE:

Sincerely yours,

Principal

Volunteer Chairman

Sample Letter Inviting Volunteer to Orientation Workshop

September 22, 1985

Dear _____,

We are pleased that you have agreed to accept the responsible position of a volunteer at _____(school name)_____. It is through the efforts of individuals such as you that the educational opportunities of our children will be enhanced.

So that you may more fully understand exactly what your responsibility will be, (name or names) will be conducting an Orientation Workship for our school volunteers. This meeting is for the school faculty and all volunteers involved in the program. We know you realize the importance of receiving this training, but if for some reason you are unable to attend, please call me at _____.

The workshop will be held in the school _____(place - room)_____ on _____(day)_____, (month & date) from (time) to _____.

Your assignment for the year will be _____(volunteer job)_____, Room ___, on (day) from _____(hours)_____.

If you have any questions, please call me or one of the Volunteer Committee members.

Thanks again,

School Volunteer Chairman

VOLUNTEER VIEWPOINT

If you want my loyalty, interests, and best efforts, remember that . . .

1. I need a **sense of belonging**, a feeling that I am honestly needed for my total self, not just for my hands, or because I take orders well.

2. I need to have a sense of sharing in planning our objectives. My need will be satisfied only when I feel that my ideas have had a fair hearing.

3. I need to feel that the goals and objectives arrived at are within reach and that they make sense to me.

4. I need to feel that what I'm doing has real purpose or contributes to human welfare-that its value extends even beyond my personal gain, or hours.

5. I need to share in making the rules by which, together, we shall live and work toward our goals.

6. I need to know in some clear detail just what is expected of me-not only my detailed task but where I have the opportunity to make personal and final decisions.

7. I need to have some responsibilities that challenge, that are within range of my abilities and interests, and that contribute toward reaching my assigned goal, and that cover all goals.

8. I need to see that progress is being made toward the goals we have set.

9. I need to be kept informed. What I'm not up on, I may be down on. (Keeping me informed is one way to give me status as an individual.)

10. I need to have confidence in my superiors-confidence based upon assurance of consistent fair treatment, or recognition when it is due, and trust that loyalty will bring increased security.

In brief, it really doesn't matter how much sense my part in this organization makes to you-I must feel that the whole deal makes sense to me.

I would add, hopefully that the whole deal makes sense to everyone involved-the client, staff, volunteer . . . and you.

ETHICS FOR VOLUNTEERS

My interest and concern for children and my belief that better education provides for more meaningful living has challenged me to become a part of the effort to improve and enrich the educational experiences offered by this school.

I understand that I, as a volunteer, do not replace a teacher, but that I offer supplementary services which can increase a teacher's effectiveness.

I recognize that a professional will decide the duties I will perform, the authority I will be given, and the information and materials I will need. I will accept responsibilities assigned and will expect to account for these services.

I realize that love and respect for children are the most important ingredients in working effectively with them. I value the achievements of children, enjoy working with them, and will keep confidential information about them confidential.

I will contribute to the success of the over-all volunteer program by being dependable and consistent, by following regulations and procedues, by discussing specific problems with the volunteer coordinator, and by observing discretion in commenting on school matters.

Any volunteer who cannot
respect and uphold these
ideals may be dismissed.

Written by a Greenville school volunteer.

Adopted by the Charleston County School District.

WHAT NSVP MEMBERSHIP CAN BRING YOU

- A monthly newsletter, The School Volunteer, which is the only source of current information about what's happening in school volunteer programs across the nation.
- Assistance in starting or improving your school volunteer program.
- State and national conferences where you can share ideas, information, and materials and hear national leaders in education and volunteerism.
- Discounts on publications produced by NSVP and others caried by our Clearinghouse.
- Access to NSVP's Information Bank, which provides technical information, ideas and success stories to help your program.
- A voice in national affairs to represent member's interests to government agencies, business, industry, unions, educational organizations, and foundations.
- Multi-media materials to help sell your school volunteer program in your community.
- Training materials for volunteers and teachers who want to utilize volunteer services effectively.
- Information on how to involve older Americans, and high school and college students in your program as well as parents.
- Techniques for gaining corporate support and funding for your program.
- Regional and state networks to help you communicate with other school volunteer programs.
- Help in urging legislation to encourage development of school volunteer programs.

NATIONAL SCHOOL VOLUNTEER PROGRAM, INC.
300 North Washington Street
Alexandria, Virginia 22314
(703) 836-4880